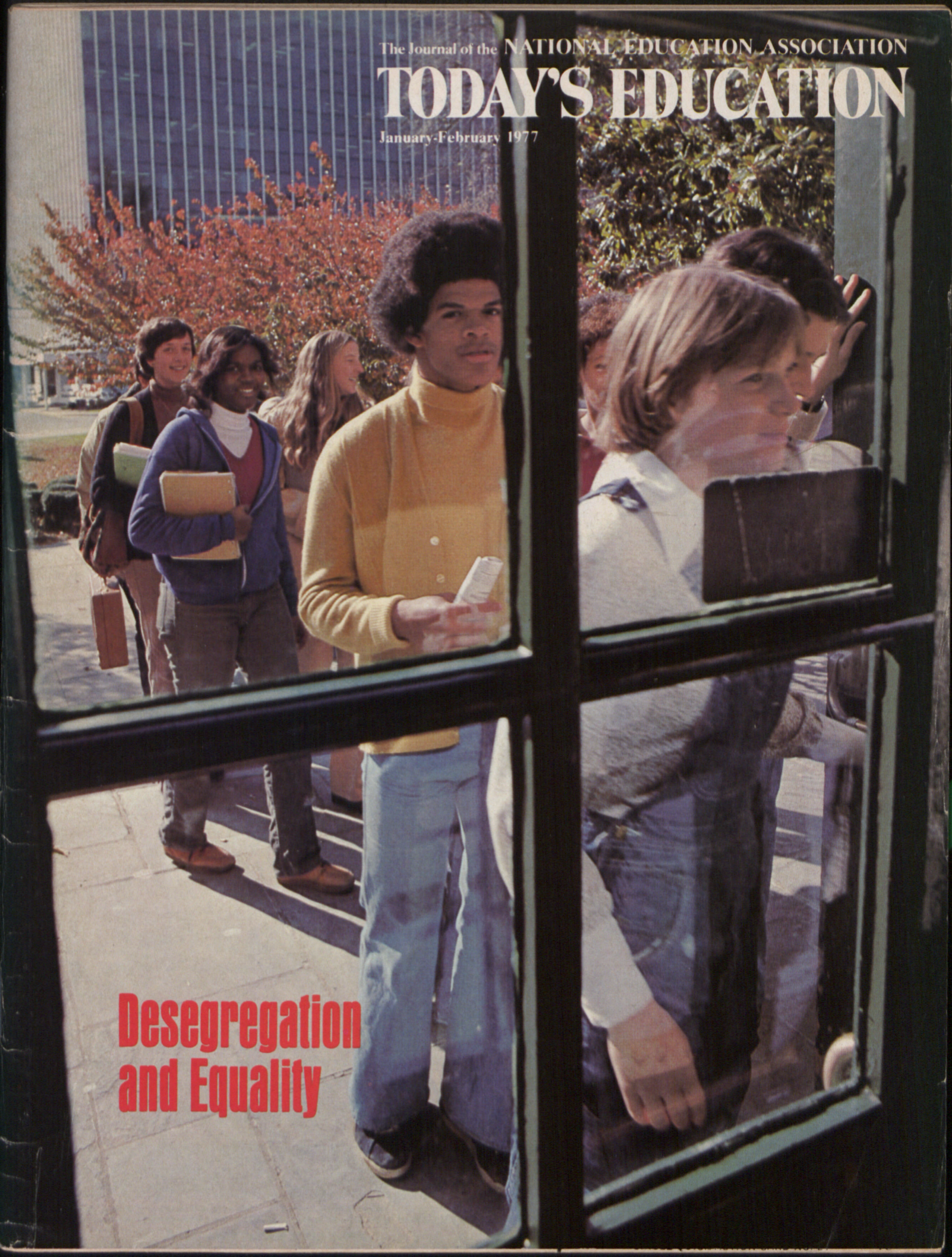
The Journal of the NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

January-February 1977



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IN THIS ISSUE

Desegregated students entering Bethesda-Chevy Chase High School in Montgomery County, Maryland, appear on this month's cover and introduce our lead article, "Desegregation and Equality."

Based on the recent U.S. Commission on Civil Rights report entitled *Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools,* the article outlines the Commission's evaluation of school desegregation in a variety of school districts throughout the country and reveals that in most communities, desegregation has gone peacefully and smoothly.

The article summarizes the 315-page report, which lists factors that promote and factors that prevent desegregation and recommends procedures to maintain and further the progress that has been made.

Then, reacting to the report, the NEA Teacher Rights unit points out that the goal of equality of educational opportunity seems to be far less widely achieved than the fact of desegregation. The NEA unit concludes that teachers and the NEA must continue to support policies and programs to help establish the fact of desegregation and to bring about its goal: equality of educational opportunity for all students. We've gone a long way, but much remains to be done.

• As for getting things done, the NEA for the first time in its 120-year history endorsed a U.S. Presidential candidate, and it helped to get him elected. See John Ryor's editorial entitled "A Victory for Teacher Power."

In his editorial, NEA President Ryor says, "I know you share with me justifiable pride in the remarks of President-Elect Carter, when he called to thank NEA membership, its officers, and staff for the efforts put forth in his behalf. Teachers in 1976 earned an 'A' in Advanced Politics. . . . Through the responsible use of our political strength, we will achieve our long-range goals."

As President-Elect Carter becomes President Carter, we take another look at his statement of beliefs and educational goals in his article entitled "My Personal Commitment to Education." Among his goals are a separate Department of Education, expanded vocational and career education opportunities, education for the handicapped, and strengthening of colleges and universities. "As President," says Mr. Carter, "I will remain committed to quality education for all citizens."

• Not one but two special multipage features appear in this inauguration-time issue. One is on the perennially hot topic of discipline; the other, on the subject of values.

The 14-page special on discipline features a teacher's creative approach to discipline, an interview with a high school problem student, a parent's thoughts about the problem between home and school, a discussion of what to do about disruptive youth and the rights of others, and an interview with Jesse Jackson, who emphasizes the necessity for self-help and assesses the causes of and possible cures for discipline problems.

The 15-page special feature on values discusses such questions as What values are most important? and Can values education be evaluated? It describes an elementary-school reasoning approach to values (titled "But You Can't Do That! That's Not Fair."), how a high school teacher taught ethics, and how kids are taught about the law in high school and even in elementary school.

Finally, Ralph W. Tyler, well-known educational leader, discusses "The School and Character Development." He states that "for the school to do its part, constructively and energetically, to provide educational experiences necessary for character development will require new thinking, new planning, and new practices. . . . The success our schools have had in the past in meeting new and difficult problems encourages me to believe that this one can also be solved."

• In addition to the above, this month's issue contains 11 other articles at various levels and in various categories. Most cut across the board and should be of interest to every classroom teacher. For example, "The Why of Teaching" by Margaret Rothstein, a teacher of English in Ann Arbor, Michigan.

In her narrative article, she tells of going back to Interlochen Arts Academy to attend a conference for writing teachers as a part of her in-service education. She reminisces about the four summers she spent there years before as a young college student studying dance.

She concludes her musing by saying: "I do not dance today, but because I once danced, at least one person dances now. And whatever I do today, somewhere within is that self who knew the power and the glory of one second's earth-free burst through space.

"In that is the *why* of teaching creative writing or teaching dancing. In that and in an occasional intimation that 'You are never forgotten' is the *why* of teaching at all."

• The other 10 articles? Teaching about divorce, embarrassing compliments, pupil shyness, team teaching, teacher-parent confrontations, the NEA legislative program, the Peace Corps, alternative education, role playing, censorship. A smorgasbord prepared by teachers for the varied interests of other teachers.

And don't forget the 15 continuing features in this issue. Among the most popular and helpful, according to our readership studies, are our listings of outstanding books and free or inexpensive materials, book reviews, classroom tips, research clues, the teacher and the law, a teacher opinion poll, and notes about educational trends and developments.

With such an assortment of articles and continuing features, there must be something in this issue to interest and help you. If there is—or if there isn't—please let us know. As always, we cordially invite you to help us to help you.

—WAG.

The Journal of the NATIONAL EDUCATION ASSOCIATION

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EDITORIAL

A Victory for Teacher Power

By JOHN RYOR
President, NEA.

"It is our intent to translate our successes in the Congressional elections of 1974 into a mandate to elect a friend of education to the White House in 1976," an NEA leader declared two years ago. We can be excused if we pause briefly now to savor the accomplishment of that towering goal.

We do not claim single-handed victory, of course, yet we know our influence was critical in this extremely close election. Said Hamilton Jordan, director of the Carter-Mondale campaign: "The massive support from teachers was critical to our winning this . . . election. All over the nation, we turned to the NEA for assistance. We asked for their help, and they delivered." Moreover, I know you share with me justifiable pride in the remarks of President-Elect Carter when he called to thank NEA membership, its officers, and staff for the efforts put forth in his behalf. Teachers in 1976 earned an "A" in Advanced Politics.

Indeed, this recent election should have swept away any vestige of doubt in our minds—or in the public mind—that we are a formidable force. Nearly 2 million strong, we form a vast, effective network. But our political clout does not emanate merely from numbers or from money. Our organization has pumped teacher time—millions and millions of dollars' worth—into campaigns. Teachers have done whatever needed to be done, from making phone calls and canvassing door-to-door to stuffing envelopes to serving as delegates to political conventions. NEA's effort began in early summer by supplying 320 delegates and alternates to the national conventions, a record unmatched by any other organization.

Our effective political involvement at the Presidential level developed rapidly once we pulled our organizational head out of the sand a few years ago. We stopped pretending the Presidency is somehow not a policy-setting office. Presidential budgets reflect our federal government's commitment to education. Presidential appointments to HEW and its Office of Education can determine how much involvement classroom teachers will have in education policy development. Recent Presidential appointments to the Supreme Court have had devastating impact on the rights of public employees.

We teachers made a Presidential endorsement because we had no choice—as citizens or as professionals. The fact is we've recognized professional responsibility does not stop at the classroom door.

The political process can work only if we have an educated citizenry. Moreover, decisions in a free society are made through a public process, and it is our responsibility as public school teachers to make sure they are good decisions for education.

We are meeting this challenge. Everything we have done politically has helped bring us to the high point where we now stand. Inauguration of our Legislative Report Card in 1970 was one of our early political moves. In 1972, we first really got our political feet wet, forming NEA-PAC and then helping elect 80 percent of the 141 House and Senate candidates we endorsed.

The 1974 election brought an unprecedented thrust of teacher political activity as NEA declared, "We must reorder Congressional priorities by reordering Congress." The result was a successful sweep for 81 percent of the 310 pro-education Congressional candidates endorsed by NEA. The *New York Times* headlined what we already knew: "Teachers Now Lions in Political Arena."

In 1976 we honed our political-legislative skills by contributing significantly to overrides of Presidential vetoes of education appropriation bills, then capped the Bicentennial year by helping elect 291, or more than 83 percent, of the 349 NEA-backed candidates for the Senate and House of Representatives as well as the President and Vice-President of the United States. During the '76 campaign, the media referred to the "fast-rising" NEA. They wrote of NEA's "push to get pedagogues into partisan politics" and of our "historic leap into Presidential politics." They were correct in asserting that "the powerful National Education Association . . . will make its voice heard."

The November elections were in large part victories by teachers for educational and public employees. The critical role played by teachers in the Carter victory can be seen in many states, for example, Pennsylvania, Ohio, and Florida, to name three. That success was generated by an organization that is unique in having well-educated, articulate, and dedicated men and women in every voting precinct of our far-flung nation. As we proudly review the recent past, we must keep in mind that it is only through the responsible use of our political strength that we will achieve our long-range goals. □

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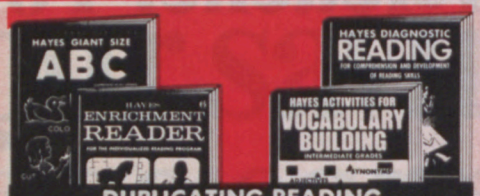

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TRENDS

Teachers Back Winners

"The American people are fed up with a veto-oriented Administration lacking compassion for human needs," said NEA President John Ryor after the victory of Jimmy Carter and Walter Mondale, the first U.S. Presidential slate to be endorsed by the NEA. According to a Carter aide, "The massive support from teachers was critical in our winning this very close election."

The new Administration can look for the support on education issues of the NEA-endorsed Congressional winners, 272 in the House and 19 in the Senate. More than 4 out of every 5 candidates endorsed by NEA's political action committee were elected.

[See "A Victory for Teacher Power" on page 5.]

29 States Embrace Performance-Based Education

Five states—enrolling a fourth of U.S. public school students—are now operating performance-based education (PBE) programs and another 24 are planning them, according to a survey by the National Center for Education Statistics.

PBE programs typically require students to demonstrate attainment of specific competencies or learning objectives. In most of the 29 programs under way, students will have to meet new performance based standards before being promoted or graduated. However, they will generally have multiple opportunities to pass required competency tests.

Reading, writing, and mathematics skills are part of all the PBE programs; 24 states are considering standards for life skills as well.

PTA Opens Attack on TV Violence

The National PTA is beginning a campaign to expose the effects of TV violence on children and to cut down the amount of violence shown. Program monitoring, boycotts of products or programs, mass letter writing, and even license challenges and lawsuits are some of the tactics PTA leaders have under consideration, depending on the outcome of a nationwide series of hearings.

Hearings will be held in Kansas City, Kansas, January 11; Atlanta, January 18; Chicago, January 25; Dallas, February 1; Portland, Oregon, February 8; Hartford, Connecticut, February 15; and Los Angeles, February 22.

The American Medical Association is also concerned with this problem. The Association has given a $25,000 grant to support the monitoring of TV violence by the National Citizens Committee for Broadcasting.

Librarians Act Against Racism, Sexism

The American Library Association (ALA) is developing a model program in racism and sexism awareness for librarians and will urge library schools to provide similar training.

The ALA is also working on ways to inform library users about the problems of racism and sexism and will develop a plan for reforming current cataloging practices that perpetuate racism and sexism.

Exchange Teachers Here from 12 Nations

Teachers from 12 countries are spending this school year in 132 U.S. schools and colleges under a program authorized by the Fulbright-Hays Act, says the Office of Education. Most are from England. Canada, Scotland, Wales, Northern Ireland, and New Zealand are other English-speaking countries represented. Twenty of the teachers are from Germany; the others are from Austria, Switzerland, France, Spain, and Japan. Of the group from non-English-speaking countries, some are teaching their own language, while others teach a variety of subjects, such as mathematics or English.

Schools interested in obtaining an exchange teacher should write the Teacher Exchange Section, Division of International Education, U.S. Office of Education, Washington, DC 20202. Teachers interested in working overseas under the program in 1978-79 should write the same address at the end of the summer.

Media Courses Carry Education Beyond the Campus

In Chicago, it's GED-TV, a television series that offers preparation for the high school diploma equivalency exam. In the District of Columbia, it's college credit for TV courses ranging from "The Adams Chronicles" to "Dealing with Classroom Problems" and for graduate-level courses broadcast by a university radio station.

And across the country more than 250 newspapers in cooperation with local educational institutions are giving college courses sponsored by the National Endowment for the Humanities and developed by the University of California. When taken for credit, the courses require enrollment at a participating college or university, attendance at several class sessions, and taking a final exam.

All are relatively recent practices that show how educational institutions are using both print and electronic media to reach a wider audience.

Teachers Can Join Research Expeditions

Teachers at all levels are now able to work with professional teams on expeditions in various disciplines. The research projects are sponsored by a nonprofit organization called Earthwatch.

Teams are small, two to 15 members, and usually remain in the field from two to four weeks. Applications are required, and those accepted must share costs, $400 to $900. Contributions are tax-deductible because they subsidize the research effort. Graduate credit is available through participating universities.

In 1977, Earthwatch will organize 75 expeditions in the natural sciences, social sciences, marine sciences, and the humanities. All the projects have places for amateurs. Write for a free brochure to Earthwatch, 10 Juniper Rd., Box 127N, Belmont, MA 02178.

State School Support Varies Widely

States paid anywhere from 6 percent (New Hampshire) to 100 percent (Hawaii) of public school expenses in 1975-76, says the U.S. Office of Education. The data, which exclude federal aid, show that on the average, state and local governments contributed equal amounts of money. →

Office of Education Gives Funds for Metric Education

Three kinds of metric education projects are getting money from the Office of Education this year: instructional programs of local education agencies, planning programs of state education agencies, and teacher training programs of colleges and universities. Nonprofit organizations also are eligible for grants.

This is the first year of the Office's Metric Education Program, which aims to teach children and adults how to use the International System of Units (revised metric system). In addition, a national project will give technical support for metric education.

General Education Returns to College

Some colleges and universities—particularly the prestigious liberal arts colleges—are reinstituting or strengthening requirements that all students, whatever their major field, take some work in humanities, social science, and natural science, says the *New York Times*.

The new requirements reverse a recent trend: During the seven years preceding 1973-74, electives were increasing, general education requirements decreasing. The number of semester hours required for a degree also dropped during that period.

Math Teachers Consider Basics

Basic computational skills must be stressed, says the National Council of Teachers of Mathematics (NCTM), but knowing how to compute is useless if students don't know which computations to make in order to find a solution to a practical problem. "Students must know when as well as how to multiply," says NCTM—and some test results indicate that students are having trouble making this kind of judgment.

Teachers Smoke Less

Teachers smoke less than before, and less than other U.S. adults, says the American Cancer Society. Ten years ago, almost 1 teacher in 3 smoked—now it's about 1 in 5. Furthermore, half of those who still smoke are interested in a school "quit smoking" campaign. Teachers think education about smoking and health should be begun in the elementary school grades.

Corporal Punishment and Its Alternatives Concern New Center

A National Center for the Study of Corporal Punishment and Alternatives in the Schools is opening at Temple University in Philadelphia. The Center will publish a series of booklets for educators and parents and will give legal, psychological, and educational information on the practice and effects of corporal punishment in school.

Establishment of the Center, funded by the Randen Foundation, is a response to efforts of several organizations—the American Psychological Association, the American Civil Liberties Union, the National Committee To Abolish Corporal Punishment in the Schools, and the California Committee To End Violence Against the Next Generation.

Top Students Care About Politics

Many top students from the high school class of '76 are planning to be politically active, according to a poll of 1,000 finalists in a General Mills educational scholarship program. Almost 3 out of 4 plan to be active in a political party, more than half want to be delegates to a national political convention, and more than a third want to run for office themselves. Nearly a third consider themselves "independents" who will support a candidate rather than a party.

College Enrollment Patterns Change

Community college enrollment increased faster than enrollment in other undergraduate colleges between 1970 and 1975, says the Bureau of the Census. During the same period, the total number of women undergraduates increased by 45 percent and the number of men by 21 percent, although a higher proportion of men still enroll.

Also, a study of enrollment patterns at state colleges and universities found that in the five years ending in 1974, the least expensive forms of higher education grew the most, and institutions in rural locations were the ones most likely to lose enrollment.

Student Ambitions Outrun Openings in Top Occupations

Professional or managerial jobs are the goal of 44 percent of U.S. 17-year-olds but are only 20 to 25 percent of the jobs that presently exist, according to the National Assessment of Educational Progress.

Nutrition Education Program Covers All Grades

The K-6 half of a comprehensive 13-year nutrition education program is being tested in 19 U.S. locations and will be ready for general use this fall, says the National Dairy Council. The program presents information about nutrition that is related to students' lives. It can be integrated with other subjects or otherwise adapted to the teacher's purposes.

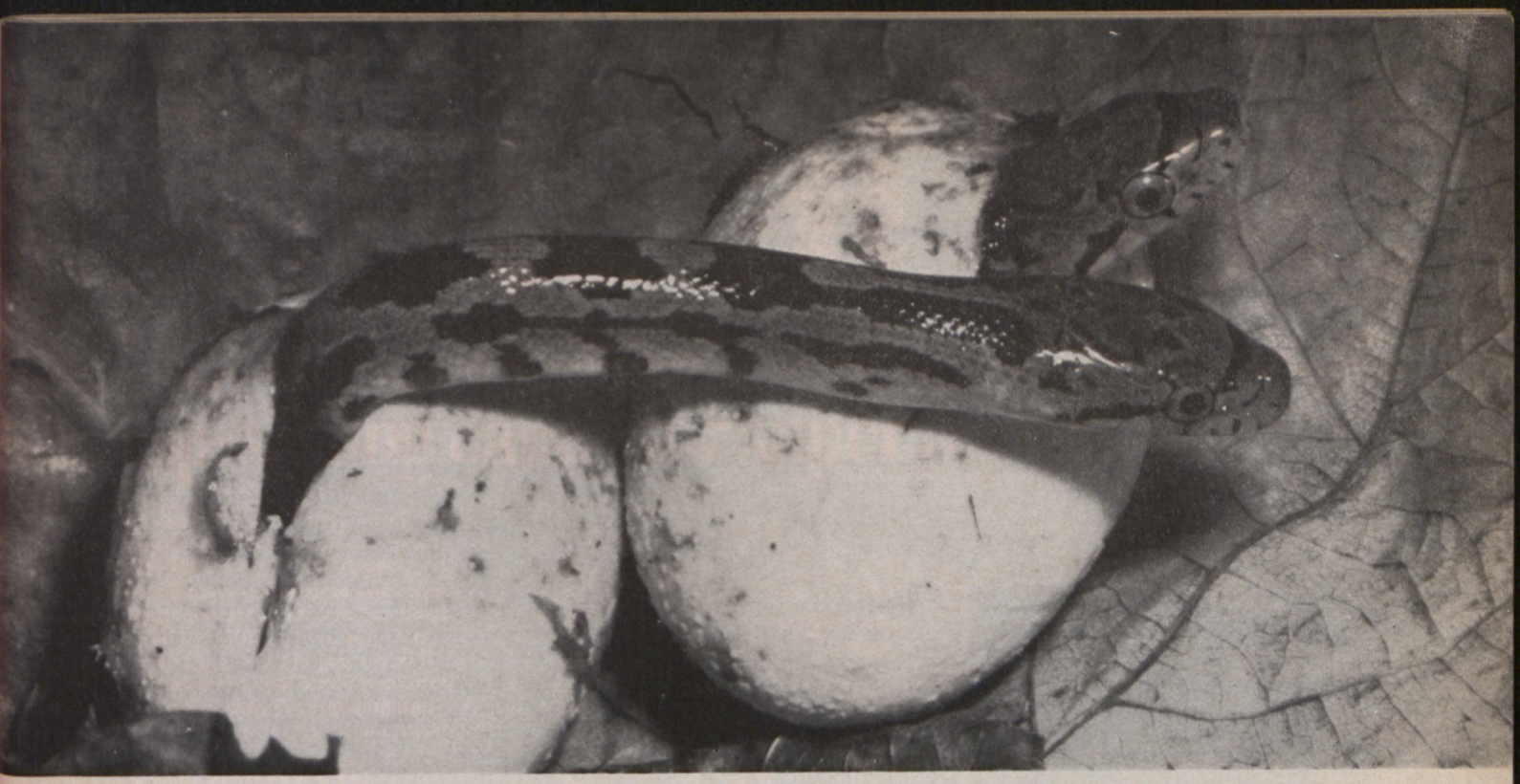
At present, nutrition education is commonly neglected, says the Education Commission of the States. Only 14 percent of states call for nutrition courses in the elementary school, and only 18 percent of state education agencies earmark funds for projects in nutrition education.

For more information about the Dairy Council program, write the nearest Council unit or the National Dairy Council, 6300 North River Road, Rosemont, IL 60018.

Students Score Better Than Parents Did in California Study

A carefully balanced sample of California sixth and eleventh graders has taken a test actually used in the 30's and 40's—and scored above the level that was average when the test was normed. The test covers reading vocabulary and comprehension, arithmetic reasoning and fundamentals, and writing (words, sentences, and spelling).

In addition, says the educator who did the study, today's students who would have dropped out in the 30's are in school now, and today's students in general have a lot of information that their predecessors did not have and that the test didn't cover.



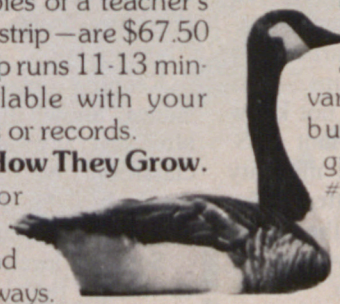
Marvels of Nature... K-4 Size.

Three new filmstrips from National Geographic help young explorers in grades K-4 discover the intricate world of plants and the fascination of animal development and behavior.

Each filmstrip has been carefully produced with special attention to vocabulary and content for growing minds. Brilliant full-color photographs capture the imagination of young viewers, and the professionally narrated sound track helps with language development by involving children in the subject.

Filmstrip sets—including five filmstrips, library catalog cards and two copies of a teacher's guide for each filmstrip—are $67.50 each. Each filmstrip runs 11-13 minutes and is available with your choice of cassettes or records.

Animals and How They Grow. Whether born or hatched, young animals grow and change in striking ways. Close-up photographs show a variety of both common and rare animals. Kittens and other mammals are protected and fed by their mothers. Snow geese grow feathers for flying. Snakes shed their scaly skins as they grow larger. Frogs and wasps undergo complete transformations as they develop into adults. #03776 Records; #03777 Cassettes. Immediate Delivery.



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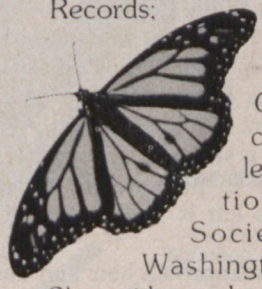

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NATIONAL GEOGRAPHIC SOCIETY

CIRCLE QUICK-ACTION CARD NO. 5

LETTERS

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Have You Seen Willie Cook?

On August 28, 1976, one of our first grade boys, Willie Cook, disappeared from his father's pickup at a local gas station. Willie (William Alfred Cook, Jr.) is six years old and 42" tall. He weighs 45 pounds. His right eye is blue; his left is half blue, half brown.

Willie has short brown hair and an olive complexion. He is part Indian.

A $4,000 reward is offered for information leading to Willie's recovery. If you've seen Willie anywhere, please call collect, day or night, either David Titus at (916) 493-2299 or the *Sacramento Bee* Secret Witness at (916) 442-6221.

—Ray Brown, *president, Association of Klamath Teachers, CTA/NEA.*

What Makes Those Students Special

Bel Kaufman ("Where Every Child Is Special," November-December) neglected to point out the most important factor in the success of P.A. High School: P.A. accepts only 5 percent of the students who apply. Such selectivity naturally screens out the disinterested and behavior problems. Students who attend P.A. are there because they really want to learn.

In such a teaching situation, teachers are able to do their best. They can devote their full energy to teaching rather than policing, and they know their best efforts will be appreciated.

Maybe what P.A. High School really tells us is that schools succeed best when the students want to learn.

—William Joseph Miller, *special education teacher, Parkland Middle School, Louisville, Kentucky.*

Thank you for Ms. Kaufman's article on my secondary alma mater; it accurately captured the spirit of P.A. Fondly I remember both academic and artistic instructors. Their gentle guidance eased the painful, necessary decision between a career in the arts (dance) and one as an educator. P.A. helped me discover my strengths and, more important, my physical and academic limitations.

I am happy in the career choice that brings out my strengths daily to educate others, and that brings forward my weaknesses to demand attention. Thank you, Performing Arts, for making it possible.

—Suzanne S. Austin, *mathematics teacher, J.E.B. Stuart High School, Falls Church, Virginia.*

Editor's note: Another dance-student-turned-teacher, Margaret Rothstein, gives her reflections in "The Why of Teaching" (page 50).

The Cardinal Principles and the Minorities

The panel ("The Seven Cardinal Principles Revisited," September-October) says that in some countries the status of women must be improved if worthy home membership is to be possible. True enough.

The panel continues, however, "To a considerable extent, this generalization applies to the U.S., particularly with regard to minority groups." Possibly the panel members do not know that women of the dominant U.S. group are just as likely as minority group women to be that battered victim next door. Certainly the panel overlooks the fact that all women are members of a minority group.

Why not be specific about the problems of sex-role stereotyping? Any problem of biased education needs specific attention if it is to be eradicated. Experience shows that the general language of educators provides for the males of the dominant group only.

—Lilian J. Halsema, *primary grade teacher, Smythe Avenue Elementary School, San Ysidro, California.*

Democracy Begins at School

In recent elections, almost half our electorate has been failing to vote, and our educational system is responsible for part of this voter apathy. We have not organized our daily school life on a democratic basis. Someone has to be responsible, it's true, but that person doesn't have to be an autocrat.

When administrators work democratically with faculty and students, the students learn how our society functions as they seek answers to the school's daily problems.

When schools are organized democratically, we will have an electorate that recognizes its rights and its responsibilities.

—Mildred L. Wolfram, *retired elementary teacher and principal, Lehigh Acres, Florida.*

Thanatology

I was glad to see what others are doing in the field of thanatology ("Teaching About Death," September-October). At our high school, a six-week unit on death is part of the Humanities course, an elective for juniors and seniors. The best praise for the course comes from students who have since suffered bereavement. While it doesn't mitigate their natural sorrow, the course does give them ideas to ponder, a source of comfort, and the reassurance that death is not an alien and fearsome subject but a natural part of the life cycle.

—Barbara Santillo, *English/humanities teacher, Memorial High School, West New York, New Jersey.*

Keeping a classroom pet has many values. Snowball, a guinea pig, died after several months in my first grade classroom. We invited all the children for the burial in a field near the school. Everyone decided to go.

Some children said they didn't want to watch the actual burial. "Then don't," we said. "Instead, remember

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Snowball as he was when he was alive."

We also explained that we were burying Snowball because living things are made of many of the same things as the earth, and most people think it is right to put them together.

Parents told me their children spoke about Snowball and his burial for months. The experience prepared the children for events they will face, more personally, later and gave them a chance to express their feelings openly at the passing of a beloved friend.

—Elin Schultz, *first grade teacher, Fiske School, Lexington, Massachusetts.*

Sex and Humor in the Classroom

Bravo! for Robert Wegmann's conclusion that humor is the single most important correlate of good teaching ("Classroom Discipline: A Negotiable Item," September-October). What is significant, and unanswered, is, Who were most of his subjects who used humor in the classroom—men or women? I'll bet most were male.

Let's face it, girls, when it comes to humor in the classroom, in general, "you just ain't got it." Most women teachers have a very difficult time balancing their image between their funny bone and their femininity, even outside the classroom. When was the last time you heard a female teacher crack a joke over lunch?

Humor is an art that needs constant practice and study, and until you girls can "shake it loose" and create situation humor in the classroom, you have much catching up to do with the opposite gender.

Don't get me wrong, girls: I'm for helping my fellow—uh, female—colleagues. For your first humor lesson, tonight you will all watch and report on that classical classroom comedy, "Welcome Back—you know who."

—Richard von Hoorn, *art teacher, Torrington (Connecticut) High School.*

Multiplying Frogs

Your experts on reasoning ("Teaching for Thinking: A Piagetian Perspective," September-October) were caught up with false reasoning when they tried to illustrate sound reasoning. Twelve is ⅙ of 72, not of 55, so to get the total number of frogs in the pond we should multiply 72 by 6—that's 432 frogs.

Anyway, Professor Thistlebush may have caught all but 5 frogs the first week. In that case, there were only 55 plus 5, or 60, frogs and the authors' ill-reasoned estimate of 330 frogs is ridiculous as well as illogical.

—Don Diller, *fourth grade teacher, Mountainview School, Phoenix, Arizona.*

The authors reply:

Remember that Professor Thistlebush assumed that the 55 frogs he had banded had then mixed thoroughly with the others in the pond. The 72 frogs he caught the next week therefore included a random sample of both the banded and the unbanded ones. The ratio of the banded frogs to the total caught in the second sample (1 to 6) is thus the same as the ratio of all the banded frogs to all the frogs in the pond. The best estimate of the total population then is 55 times 6—which equals 330.

—John W. Renner, *professor of science education, University of Oklahoma, Norman, and* Anton E. Lawson, *research educator, Advancing Education Through Science Oriented Programs, University of California, Berkeley.*

Teachers' Political Involvement

Some people in our area are urging teachers to drop their unified membership when NEA takes a political position they oppose. I believe teachers should take a broader view. Rather than withdraw their support from their local associations, members can have greater effect by taking their views on major issues directly to their Senators and Representatives.

—Evelyn G. Tanner, *second grade teacher, Crestview Elementary School, Layton, Utah.*

"Best Books for Young Adults"

Some readers have misunderstood the introduction to the "Best Books for Young Adults" list, which appeared in the November-December 1976 issue of *Today's Education*. The American Library Association's Young Adult Services Division, which prepared the list, does *not* sell, stock, or provide free copies of any of the books listed. To obtain the *books*, contact your bookstore or bookjobber—or check with your school or public library.

Single copies *of the annotated list* are available free (with a self-addressed mailing label and 26 cents in stamps) from YASD, 50 East Huron Street, Chicago 60611.

ILLUSTRATION CREDITS
P. 2: Operation PUSH, Ansel Adams; cover, pp. 23, 55, 72-73, 85: Joe Di Dio; p. 27: United Auto Workers; pp. 42-43: Operation PUSH; p. 62: Max Tharpe; pp. 78-79: National Instructional Television Center.

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Send payment with your order to NEA Order Dept., The Academic Building, Saw Mill Road, West Haven, CT 06516. (Be sure to indicate stock number. Orders for $10 or less must be accompanied by payment.)

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The program of workshops will be enriched by a series of guest lectures delivered by distinguished men and women from both inside and outside education—people who have proven themselves to be imaginative, thought-provoking and constructive. While the individuals will vary at each location, they will be drawn from a list that includes: Robert Coles, Pulitzer Prize-winning child psychiatrist; Mario Fantini, University of Massachusetts' Dean of Education; authors Jonathan Kozol, James Herndon, Dan Fader, Studs Terkel and Nat Hentoff; educators Mary Budd Rowe, Lillian Weber, Ruth Love and Vito Perrone.

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*All Institute evaluations were anonymous. Copies of each are on file in the LEARNING Magazine office.

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CIRCLE QUICK-ACTION CARD NO. 27

TEACHER OPINION POLL

Censorship

"Never discuss religion or politics," goes the old saying. Teachers would only go along halfway on this. The topics for them are sex and religion—at least in the classroom, according to the latest NEA Teacher Opinion Poll.

In 1976, NEA Research asked a nationwide sample of public school elementary and secondary teachers several questions about censorship and the schools.

One asked, "Are there current topics considered too 'hot' for teachers in your school system to discuss with students?" Respondents, no matter what grade they themselves taught, replied Yes or No for three grade levels in their own systems: upper elementary, junior high, and senior high. Slightly more than 38 percent of the teachers said there are topics considered too hot for upper elementary grades, 33.1 percent said Yes for the junior high grades, and 25.3 percent answered Yes for the senior high grades.

When those who said Yes to the question named the "hot" topics, the same four led the lists for each grade level: sex, religion, race, and drugs, with sex running way ahead of the other three. Politics, one of the two taboo subjects of the old saying, followed behind.

Another question asked teachers whether the school administration or the community in which they taught had attempted to censor educational materials in 1975-76. The overwhelming majority—82.4 percent—said No. Seven percent said the administration had attempted to censor educational materials, 5.6 percent said the community had, and 4.9 percent said both had.

Was the attempt to censor successful? Yes said 66 percent of those who had reported censorship attempts. Asked what materials were censored, they listed most frequently reading materials in a wide range of subjects (62.4 percent). Twenty percent singled out materials used in sex education, and 5 percent mentioned that science texts were also censored. ☐

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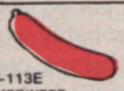

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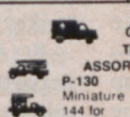

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CIRCLE QUICK-ACTION CARD NO. 31, 32

THE TEACHER AND THE LAW

WHAT ARE TEACHER RIGHTS?

"I was fired. I just can't believe it. I'm a good teacher. I've got tenure and an unblemished record.

"My name is John B. I'm a fourth grade teacher. I've taught in the same school for six years. Sure, my pupils get out of hand sometimes. A few of them are known as troublemakers, and, I admit, they don't always show me the greatest respect. But the principal has never called me down for not being able to maintain discipline, and she always accepted the nontraditional methods of teachers like me even when she didn't agree with us. She knew I tried to teach self-discipline by letting the kids run up against each other rather than fight me as the authority figure.

"Well, about a month ago, while I had my back turned, Susan hit Peter. When I heard the commotion and turned around, I saw Peter holding a chair over Susan's head. Naturally, I took the chair away from him and then had to grab him by the shoulder since he started swinging at me. The next thing I knew, Peter started shouting and threatening me for hitting him; then he ran out of the room.

"My principal walked into the classroom 15 minutes later. She said that I should have known her feelings about physical abuse of children and that she was disappointed and upset by what I 'did to Peter.' I felt smaller than my nine-year-olds.

"Then, when I turned in my keys at the end of the day, I got another lecture about physical abuse—with my colleagues present. They were all listening and staring, of course.

"The principal called me at home that night to talk about the same thing all over again. She said she wanted to believe me but was afraid of a lawsuit. She told me to stay home for a few days and that she would get a substitute to cover my class.

"Then Peter's mother called. She asked why I had grabbed her son so hard. 'He's such a fragile boy. Why did you hurt him?' She told me that Peter's neck hurt and that he couldn't eat.

"Anyway, on the day I was to begin teaching again, I showed up early and went straight to the principal's office. She told me that several people from the community and Peter's parents had lodged a complaint against me with the superintendent. She also said that Peter's parents were in the process of filing a suit against me. Since the school would not be named in the suit, the district probably wouldn't support any of my litigation costs or lawyer's fees, she continued.

"Then I got my pink slip. I was fired. Just like that. Will you help me?"

Although Mr. B. is a fictitious person, his story is similar to many in the files of NEA's DuShane Fund. Every day, teachers lose their jobs just as Mr. B. lost his—with total disregard for their constitutional and contractual rights. Like Mr. B., they are fired—or demoted or transferred—without due process of law as guaranteed by the Fifth and Fourteenth Amendments to the Constitution. They may receive no formal notice of personnel action, no statement of charges, and no opportunity for a hearing at which they have counsel and have a chance to cross-examine witnesses against them.

Constitutional rights don't cease to exist just because an individual signs a teaching contract or works in a classroom. Some may act as though the Bill of Rights were not written for the teacher, but they are wrong.

If you believe your rights are being infringed, call your grievance or Uni-Serv representative or your local or state association and ask for help. Don't be reluctant! And don't make the mistake—as so many teachers do—of thinking that you have to put up with unfair treatment as part of the job or the teaching-learning process. You don't. Rights are rights. It is only when you fail to assert your rights that you will lose them.

Consider the following cases. If the facts in each case applied to you, what would you do? Would you stand up for your rights?

1. A tenured teacher was dismissed during his contract term for writing a letter to a newspaper editor attacking a position taken by the school board.

2. A tenured teacher was forced to go on mandatory maternity leave without pay when she was five months pregnant.

3. A sixth grade teacher who was active in a strike against the school board lost her job and her tenure.

4. An English teacher was suspended for having a beard.

5. A nontenured junior college professor was nonrenewed for having testified before state legislative committees in favor of academic freedom and tenure. Although the regents issued a press release detailing charges against him, the professor was given neither an official list of reasons for his dismissal nor a chance to refute the allegations at a hearing.

6. A ninth grade science teacher was fired for expressing her personal ideas about religion while teaching a class about the origins of the earth. After she had promised her principal not to mention her beliefs again, she was fired without a statement of charges or a hearing. (In the past, the principal had hired and fired staff apparently for religious reasons and had fostered religious instruction in the school. The teacher in question was an agnostic.)

7. A visiting university professor was fired without notice or adequate hearing. He had protested the university marching band's participation in a parade sponsored by an all-white segregationist group by writing and publicizing a letter, going on a hunger strike, and lying in the band's path.

8. A tenured English teacher and department head was suspended in midyear for introducing poetry that was morally objectionable to the community in her classes, even though all the materials had the prior approval of the principal, superintendent, and board of education.

9. An elementary school teacher who had represented local teachers in collective bargaining was nonrenewed without a hearing or a statement of reasons.

10. A school system paid a female

English teacher and "girls' softball coach" $300 for her coaching responsibilities. The same system paid a male history and health teacher and "boys' hardball coach" $400 for his coaching responsibilities. Both coaches had the same supervisory and scheduling duties and both teams played the same number of games; held the same number of practice sessions of the same duration; and had the same number of players, the same equipment, and the same length of season.

11. A teacher was dismissed in midyear for "unbecoming conduct" as videotaped by the monitor in her classroom. Monitors had been installed throughout the school at the teachers' request to try to prevent school violence and vandalism. No statement of charges was given to the teacher. The school board said that the tapes, shown at a board meeting, spoke for themselves.

Now, consider how the court decided each of these cases.

1. The teacher's rights were upheld. Ruling for the Illinois teacher in *Pickering* v. *Board of Education* (1968), the U.S. Supreme Court said that "absent proof of false statements 'knowingly or recklessly' made by him, a teacher's exercise of his right to speak on issues of public importance may not furnish the basis for his dismissal from public employment."

2. The Virginia teacher's rights were upheld. In *Cohen* v. *Chesterfield County School Board* (1974), the U.S. Supreme Court ruled that mandatory maternity leave-of-absence provisions, regardless of an individual's ability to continue to work, violate the Fourteenth Amendment's guarantee of equal protection of the law.

3. The teacher's rights were upheld. In *Linda Whitbeck* v. *Board of School Trustees of the School Town of Highland* (1975), the Indiana Education Employment Relations Board ordered the school board to stop interfering with the teacher's exercise of her rights under a state collective bargaining statute. It also ordered the board not to discriminate with regard to hiring or tenure against persons who join the education association and not to issue adverse evaluations to employees who have engaged or may engage in activities protected by the statute.

4. The teacher's rights were upheld. In *Edwin Townsend* v. *Cass County Reorganized School District R-9 of Harrisonville, Missouri* (1975), a U.S. district court ordered the school system to change its policy regarding personal appearance of teachers.

5. The Texas teacher's rights were upheld. In *Sindermann* v. *Perry* (1972), the U.S. Supreme Court ruled that where a nontenured teacher has an "expectation of reemployment," a school system must accord minimum due process and must show cause for nonrenewal and give the teacher a hearing. If the teacher does not have such an "expectation of reemployment," but believes that the nonrenewal is in retaliation for the exercise of constitutional rights, he or she is also entitled to a hearing.

6. The teacher's rights were upheld. In *Mary Karen Burns* v. *Clover School District No. 2, et al* (1973), the teacher charged the South Carolina school district with having violated her First, Fifth, Ninth, and Fourteenth Amendment rights. The case was dismissed following an out-of-court settlement. The teacher won a compensatory sum and resigned in good standing.

7. The teacher's rights were upheld. In *Dougherty* v. *Walker* (1973), a federal appeals court in Missouri ordered reinstatement and back pay for the visiting professor, ruling that the letter could not "give cause for dismissal without infringing upon [the professor's] right as a citizen to speak out on a matter of public concern. While the appeals court upheld the lower court's ruling that the parade incident did interfere with the rights of others and "fell outside the area of First Amendment protection," the university, in combining the two charges, revealed that it objected more to the expression of the professor's point of view than to his objectionable conduct.

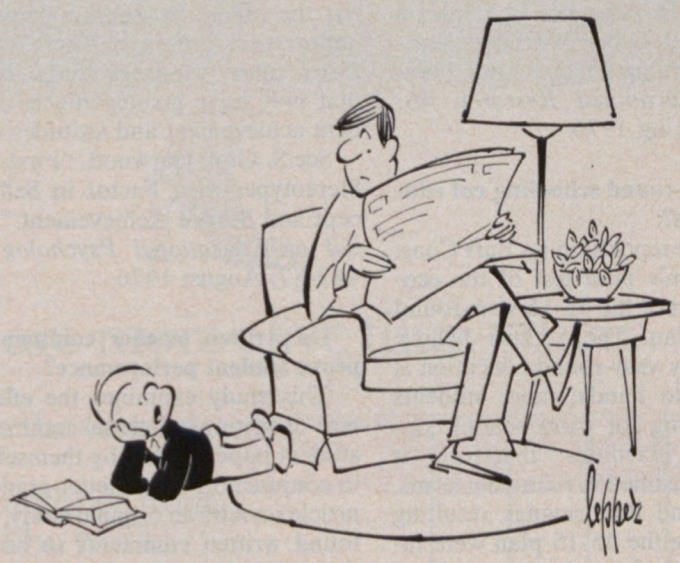
8. The teacher's rights were upheld. In *Dollie Havard* v. *Romulus Community Schools* (1976), the Michigan Tenure Commission ruled that the school board had not met the test required by the State Tenure Act: "Discharge or demotion of a teacher on continuing tenure may be made only for reasonable and just cause."

9. The teacher's rights were upheld. In *Jeff Bourland* v. *Mitchell Unified School District No. 55* (1975), a U.S. district court said that the Oregon teacher's termination was in retaliation for his exercise of free speech.

10. The teacher's rights were upheld. In *Brennan* v. *Woodbridge School District No. 74-103* (1974), a U.S. district court found that the Delaware school district violated the equal pay provisions of the Fair Labor Standards Act.

11. You decide. This case is fictional, but it *could* be true.

—DuShane Fund, NEA Teacher Rights.



"If history always repeats itself, why am I wasting my time studying it?"

RESEARCH CLUES

By **JOHN H. HOLLIFIELD**
Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.

Findings like those reported here have to be assessed carefully. What works in one situation may not in another. A single study seldom settles an issue or determines "the truth" once and for all. Knowledge accumulates slowly.

But new ideas deserve our consideration and often repay it. Moreover, we may sometimes be struck as much by the audacity and ambition of a researcher as by his or her results. If a study opens up a new field of speculation for us, that may be contribution enough.

Are we learning more about what factors influence math learning?

Not much more, according to this review of the research conducted between 1970 and 1975. These studies of the effects of attitudes, personality variables, sex, and innovative courses continue to show inconclusive and mixed results. However, the author does cite studies showing that behavior-modification procedures may be useful in reducing student anxiety toward learning math.

See Lewis R. Aiken, Jr. "Update on Attitudes and Other Affective Variables in Learning Mathematics." *Review of Educational Research* 46: 293-311; Spring 1976.

Does year-round schooling cut educational costs?

This study reports on an East Coast school system's pilot test of the economic impact of the 45-15 year-round education plan. The authors believe that generally year-round education is an attempt to handle more students without paying for extra school construction or facilities; therefore, it needs to be justified in economic terms.

They found that savings resulting from running the 45-15 plan were insignificant. Savings in instructional space costs, support staff costs, and support space costs were offset by increased costs for instructional salaries, textbook rental, and public information.

See Gilbert C. Hentschke, E. E. Brickwell, and James C. Mounie. "Toward Analyzing the Economic Impact of Changing to a Different School Calendar: Part Two, Findings of the Study." *IAR Research Bulletin* 15: 3, 10-15; January 1975.

Do students' first names influence teacher expectations?

Yes, according to this study of 79 elementary school teachers and 47 male sixth grade students. The sixth graders with "desirable" first names scored higher on measures of self-concept and achievement than did those with "undesirable" names. (Desirable names include Craig, Jeffrey, Jonathan, Richard; undesirable names include Bernard, Donald, Horace, Maurice.)

This finding, says the author, is evidence that first-name stereotyping is part of the subtle network of forces (expectancies) that influence a teacher's evaluation of a student's abilities.

I think that this study is extremely well drawn and well executed. It even controls for racial differences in name preferences by omitting any names rated high or low by either group but not the other. Its findings have little importance, however. There are too many other variables to be studied that may have greater effects on student achievement and attitudes.

See S. Gray Garwood. "First-Name Stereotypes as a Factor in Self-Concept and School Achievement." *Journal of Educational Psychology* 68: 482-87; August 1976.

Do written teacher comments improve student performance?

This study examines the effectiveness of writing individual comments on student papers either by themselves or in conjunction with a letter grade. The article reviews an original study, which found written comments to be effective, and 13 replications, which did not. In general, the authors summarize that results at secondary and elementary levels are not consistent and that comments which are effective are encouraging and personalized.

It seems to me that the authors make a worthwhile distinction that other researchers should be encouraged to make. Even if written comments produce improvement in student performance, that improvement may not be educationally feasible because of the amount of time teachers have to spend writing the comments. It is important to examine not only how much improvement students show but also how much time and effort is required to get that improvement.

See Linda Graves Steward and Mary Alice White. "Teacher Comments, Letter Grades and Student Performance: What Do We Really Know?" *Journal of Educational Psychology* 68:488-500; August 1976.

What tutor-tutee characteristics are most important for learning?

This study examined the amount of learning by 12 sixth graders tutored by 12 of their classmates in spelling. The variables studied were sex of tutor, sex of tutee, type of sex pairing, peer acceptance and rejection of tutor and tutee, tutor liking for tutee, and tutee liking for tutor—none of which made a significant difference in the amount of learning. The only factor that did make a difference was the tutee's original spelling score—those who had scored higher learned more.

I would not characterize this as a definitive study, but the implications seem to be that same-age tutoring pairs may be similarly effective despite varying characteristics of the pairs.

See Stewart W. Ehly and Stephen C. Larsen. "Tutor and Tutee Characteristics as Predictors of Tutorial Outcomes." *Psychology in the Schools* 13: 348-49; July 1976.

How can we get students more interested in school subjects?

The teacher's attitude and enthusiasm for the subject matter, plus student background factors such as parents' attitudes, are most important for promoting positive student attitudes

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CIRCLE QUICK-ACTION CARD NO. 14

toward school subjects, according to this review of dissertations and journal articles. The author finds that few studies of different instructional approaches show significant differences; a much higher percentage of significant findings results from studies of teacher behavior and student-related background variables.

The author suggests that attempts to make curriculum materials more interesting or relevant will be less helpful in making students more positive toward school subjects than teacher enthusiasm for the subject matter will. The teacher who conveys excitement and stimulates students is the key to positive student attitudes.

See James H. McMillan. "Factors Affecting the Development of Pupil Attitudes Toward School Subjects." *Psychology in the Schools* 13: 322-25; July 1976.

Could TM be useful in special education?

Probably, says this review of the physiological, perceptual, personality, and medical effects of transcendental meditation (TM). According to the author, studies of TM suggest that it can dissolve the tensions, disorders, and stresses of the nervous system, certainly a worthwhile goal in special education. The author asks, Why not investigate using TM as an adjunct to already existing programs?

See Phillip C. Ferguson. "Transcendental Meditation and Its Potential Application in the Field of Special Education." *The Journal of Special Education* 10: 211-220; Summer 1976.

How can we help low achievers succeed in the classroom?

One way is to tutor low achievers beforehand, so they're already knowledgeable when the classroom instruction begins. This study took 12 second grade low achievers in math and gave them preremedial instruction in borrowing and carrying, topics which the class hadn't yet covered. When the class did cover the topics, their performance was compared with that of a control group of low achievers who had had no preremedial instruction and with that of a control group that was representative of the second grade classes in the school. The preremedial group raised their hands more often, answered questions correctly more often, and scored higher on a practice test than the control groups.

In short, because of the preremedial instruction, they became successful students. Other students turned to them for help. Instead of daydreaming and being inattentive, former low achievers participated fully in the classwork.

The implications of this study are that low achievers can become attentive and successful in class provided they feel they have a chance of success, which they can get from preremedial instruction.

See Russell T. Osguthorpe and Grant Von Harrison. "The Effects of Pre-remedial Instruction on Low Achievers' Math Skills and Classroom Participation." *Reading Improvement* 13: 147-50; Fall 1975. □

"This excuse for being absent shows very good imagination, spelling, and penmanship on your part, Freddie."

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DESEGREGATION AND EQUALITY

-much remains to be done.

Desegregation, in some form and to some degree, is a fact in most schools across the country. It is a fact that more students of different racial and ethnic backgrounds share the same schools and the same classrooms than did those of 10 or 20 years ago. It is a fact that some schools have desegregated without overt incident, while others have experienced disruption, turmoil, and disorder. It is a fact that some desegregation plans have been instituted voluntarily by the communities involved, and others have been the result of hotly contested court orders.

What are the implications of these facts? What is the difference between a Boston and a Minneapolis? Does mere physical proximity of racially and ethnically heterogeneous students achieve the purpose for which desegregation is intended to be the means?

"The purpose of school desegregation is to provide equal educational opportunity for all students, a right guaranteed by the Fourteenth Amendment," asserts the U.S. Commission on Civil Rights report entitled *Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools.* The 315-page report was released in August of last year.

The letter transmitting the report to the President of the United States and to the leaders of Congress states that the report "contains the Commission's evaluation of school desegregation in a variety of school districts throughout the country." It goes on to say, "The report reveals that in most communities desegregation has gone peacefully and smoothly. . . . [But] much work remains to be done before equal educational opportunity can become a reality."

The NEA has known this all along. In its resolutions and in its program, the Association has supported and worked toward both the fact of desegregation and the goal of equal educational opportunity.

NEA Resolution A-1, "Educational Opportunity for All," specifies that "education should . . . be nonsegregated . . . and be guaranteed by the Constitution of the United States." Resolution H-1, "Integration in the Public Schools," says, "The National Education Association believes it is imperative that full integration of the nation's schools be effected." Resolution H-6, "Civil Rights," affirms the Association's commitment "to the achievement of a racially integrated society."

These resolutions find expression in the program objectives which determine the Association's activity. For 1976-77, major objectives deal with affirmative action, minority rights, antiracism and antisexism, desegregation and integration. Clearly, then, an evaluation and understanding of the information in the Commission's report is relevant to the business of the NEA: helping teachers achieve their goal of providing equal and high-quality educational opportunity for all students.

With this perspective in mind, it helps to understand the Commission's authority, the charge it executed in issuing the report. The U.S. Commission on Civil Rights is a temporary, independent, bipartisan agency established by Congress in 1957. Its directives focus on issues arising out of unequal treatment under the law "because of race, color, religion, sex, or national origin." Its functions include investigating voting rights complaints, studying and collecting information on legal developments, evaluating federal laws and policies, serving as a clearinghouse, and submitting reports and recommendations to the President and the Congress of the United States.

The report was issued in the context of the Bicentennial. It urges readers to "do all within their power to make the Declaration of Independence and the Constitution living documents in the lives of children and young people by giving them an equal chance for an education."

Complementarily, the purpose of the report was also to correct prevalent misconceptions on such desegregation-related issues as the differences in *de facto* and *de jure* illegalities and the purpose and extent of busing. Also, the report was to give the American public information on the conditions that seem to accompany instances of successful busing.

To accomplish this, over a period of a year, four public hearings were held by the Commission in Boston, Denver, Tampa, and Louisville, and four state advisory committee open meetings were held in Berkeley, Minneapolis, Stamford, and Corpus Christi. A total of 4,500 persons were interviewed for the four hearings, with more than 100 persons finally testifying under oath at each. More than 50 persons spoke at each of the four open meetings.

In addition, a mail survey was sent to people in 1,292 school districts, and case studies were conducted in 29 school districts around the country. From this wealth of information, the Commission drew its conclusions, conclusions that some have argued do not acknowledge the full scope of the remaining problem—the distance between the fact of desegregation and the goal of equality of educational opportunity.

What, in fact, does the report say? It states that ". . . for every Boston and Louisville there are dozens of other communities which have received no headlines and attracted no television coverage, where desegregation is proceeding without major incident. . . ."

According to the report, implementation of desegregation plans seems to work best when there is proper planning, when school and community leadership play an active and cooperative role, and when the public is kept informed through responsible media coverage. Constructive local leadership is perhaps the most important ingredient. Successful coalitions to implement desegregation include school officials, police officials, political leaders, religious leaders, business groups, news media, and public and private organizations, who must individually and collectively explain and enforce the law.

When the factors mentioned above are present, the beneficial by-products of the fact of desegregation frequently include institutional renewal—a revamped educational program, improvement in community race relations, increased parental involvement in education, gains in minority student achievement levels, and elimination of majority students' stereotypes. When there is a lack of constructive leadership, when the community is fragmented, when the media sensationalize disruptions, when there is covert or overt encouragement to resist implementing the law of the land, then desegregation efforts are accompanied by confusion, anxiety, and disruption.

Further, the report says that—

1. Desegregation works even where some citizens and leaders try to prevent its progress.

2. In 82 percent of the school districts examined, students desegregated peacefully without any serious disruptions.

3. Black and white students learn to get along with each other well, despite some opposition from parents on both sides. Students and their parents often report the dispelling of prejudice and stereotypes as a special benefit of desegregation and see it as valuable preparation for later life.

4. Desegregation has produced more positive attitudes toward schools and little change in the quality of education.

5. Mandatory busing plans have worked in many areas where voluntary plans have failed. There has been only a minor increase in busing as a result of desegregation. While slightly more than 50 percent of the nation's students ride buses to school, less than 7 percent of these bus riders are bused for desegregation purposes. Only 3.6 percent of public school students are bused for desegregation purposes.

6. Desegregation works best where volunteer community groups have organized to help implement the plans.

7. Resistance and disruption occur when local officials refuse to cooperate.

8. The absence of strong leadership from the White House and the federal government creates difficulty in the implementation of desegregation plans.

This is all fine and good. In many situations, the positive factors and outcomes are present. They represent progress, "substantial progress," *but* there are problems, ones not limited to instances where desegregation is accompanied by violence and turmoil. There are also problems in other situations. According to the report, "These . . . include classroom segregation, inequitable disciplinary procedures, low minority participation in extracurricular activities, lack of minority representation on administrative and teaching staffs, and the absence of multicultural, bilingual education for language-minority students."

These are serious problems, and to say, as the report does, that they are not inevitable, that "they result from lack of foresight, planning, and evaluation on the part of school officials and the community" may be true. Unfortunately, sometimes in recognizing a truth we gloss over a reality.

Consider the prevalence of classroom segregation. The report notes that a 1973 study of 467 Southern school districts showed that 35 percent of the high schools and 60 percent of the elementary schools had segregated classrooms. In six of the seven Southern states surveyed in another study, 70 percent of the school districts with racially identi-

fiable classrooms practiced ability grouping.

Another major cause of classroom segregation cited by the report is assignment of minority students to "special education" classes. When these classes are for the educable mentally retarded (EMR), standardized IQ and achievement test scores are usually the basis for decision. In one case in California, a federal court ruled against placing primary reliance on such tests as currently administered when the result is racial imbalance in the special classes. In fact, the Commission observes, "the courts have been fairly consistent in holding that pupil assignment by standardized achievement or IQ test scores is unconstitutional when the intended and actual result is the perpetuation of the dual system. . . ." Such perpetuation of a dual system can be seen in the Commission's 1973 finding that in Texas "Mexican American students were twice as likely to be placed in EMR classes as white [students]; the ratio of Black students was 3½ times greater." These statistics do not indicate that desegregation necessarily results in equality of educational opportunity for all.

The statistics available, says the Commission, clearly show that minority students are involved in disciplinary actions, particularly suspensions and expulsions, in a number disproportionate to their representation in the school population. In Hillsborough County, Florida, in 1973-74, two years after the first year of total desegregation, 10,149 students were suspended. Of these, about half were minority students, who represented only 20 percent of the total student population in the County.

In Denver, 73 percent of the junior high school suspensions in the first four months of integration were minority students who represented only 45 percent of the total student population. In April 1976, the report says (citing a local newspaper) that some high schools in Jefferson County, Kentucky, "were suspending Black students at rates 7 to 15 times as high as the rate for white student suspensions." The rates there were the highest in those schools that had formerly been predominantly white.

In the context of disciplinary procedures, the Commission states that "desegregation requires reevaluation of all school policies and procedures to ensure that they do not have a discriminatory effect on minority children."

Noting that "the road ahead may be as difficult as the ground already covered," the Commission also makes certain recommendations as to courses of action necessary to maintain and further the progress that has been made. They are as follows:

1. "Leaders at the national, state, and local levels must accept the fact that desegregation of the nation's schools is a constitutional imperative." Efforts to curb the role of the courts in promoting desegregation only delay and make more difficult the implementation of this imperative.

2. "The federal government must strengthen and expand programs designed to facilitate the school desegregation process." One way is through funding for technical assistance, human-relations training, curriculum development, teacher training, and school construction.

3. "There must be vigorous enforcement of laws which contribute to the development of desegregated communities." Fair housing laws should be enforced, and programs for achieving residential desegregation should be developed and put into effect.

4. "A major investment of time and resources must be made in order to deal with misconceptions relative to desegregation." The nature of illegal school segregation, the role of busing in court-ordered desegregation, and the real causes of white flight from the inner cities need to be made clear to the American public.

These are good recommendations, and ones that if implemented will make a difference. The Commission has done a service in demonstrating that desegregation situations are not invariably, or even often, accompanied by the dramatic violence that has gained the most media coverage. It is also useful to have identified the factors that help and hinder—to recognize the role of community leadership, of adequate public information, of proper planning.

Equality of educational opportunity for all students, however, seems to be a far less widely achieved goal than is the fact of desegregation, a fact that in itself is not uniformly established. Teachers have to deal daily with the pressures of performing their professional duties in classrooms affected by social change and of structuring the learning situation so that all get an equal chance. Teachers know that saying "much remains to be done" is true, and that it is so true as to be almost an understatement.

With the great distance yet to be covered to attain the real goal of desegregation, with the myriad of problems remaining, it is perhaps understandable that the Commission leaned toward painting a positive picture. But teachers work with reality every day. Teachers don't need—nor do they ask for—either doom and gloom on the one hand or rose-colored glasses on the other. The challenge to face, and that can be met, given proper help and information and opportunity, is to deal with the reality of both the problems that remain and the progress that has been made.

The task that teachers and that the NEA must support by policy and program is to help establish the fact of desegregation and to bring about its goal: equality of educational opportunity for all students.

—NEA Teacher Rights.

My Personal Commitment

By **JIMMY CARTER**
President-Elect of the United States.

America's commitment to education has played a crucial role in our history. Schools have facilitated equality of opportunity and removed barriers separating our people. Yet we still do not provide *all* citizens with the education necessary to develop their natural potential and to participate meaningfully in the decisions of their government. Moreover, today's fiscal pressures seriously threaten and undermine those educational institutions and methods we have produced.

The crisis afflicts all levels of education. The average cost per student in public schools has approximately doubled within the last 10 years. Unfortunately, much of the increased expenditure pays for inflation rather than qualitative improvements. Two-thirds of our institutions of higher education are likely to be facing financial difficulties either now or in the near future, according to the Carnegie Commission on Higher Education. Private colleges, which in the 1950's served almost 50 percent of all students, have now shrunk to 25 percent of the market.

Meanwhile we are graduating prospective teachers each year who will not be able to find jobs—in 1974, 223,450 teachers for 108,400 jobs; in 1975, 192,700 new teachers for 101,750 job openings. The job situation is even more bleak for Ph.D.'s, whose numbers tripled during the 1960's. Demographic trends offer little hope for the unemployed in the teaching profession. High school enrollment reached its peak in 1976; enrollment in elementary schools is already decreasing; colleges have ended their period of great growth, and their enrollment is expected to enter a period of decline by 1983.

Fiscal crises in the school naturally affect the students. Many who attend college face tuition increases at the same time they find it difficult to acquire grants and loans. When they graduate, they confront a limited job demand.

Damaging cutbacks in teaching positions and course offerings are harming the quality of education. Our mean SAT scores have decreased annually for the past 12 years; this year's drop was the greatest in two decades. American high school seniors ranked seventh in science when compared to similar students from six other advanced nations. More tragically, more than 20 million citizens of this wealthiest nation in the world are judged "functionally" illiterate.

Reform must begin with methods of financing education. My early predictions that revenue sharing would be used as an excuse to steal funds from a wide range of social programs, including education, have proven true. A major overhaul of the revenue-sharing concept is needed. Funds for local government should be greatly increased, and the prohibition against using these funds for education should be eliminated.

The federal share of public-education costs was less than 10 percent in 1974. If existing inequalities are to be eliminated and American teachers provided with a decent standard of living, this portion must be increased. The return from federal expenditure can be greatly enhanced by simplification of laws and regulations to substitute education for paper-shuffling grantsmanship.

But most of the funding for public education will continue to come from state and local sources. Unfortunately, the regressive and haphazard method of financing education locally produces severe disparities. As Governor of Georgia, I successfully sponsored a major reform of education financing in Georgia to help eliminate disparities based on the relative wealth of the area in which a child lives.

The crisis besetting education today is so widespread and serious that a piecemeal approach will not solve the problems. As President, I will initiate a comprehensive program as one of my early major priorities. This program will include specific and substantive proposals for implementation by the President, the Congress, and the states. I will not hesitate to propose and support the following basic and controversial changes:

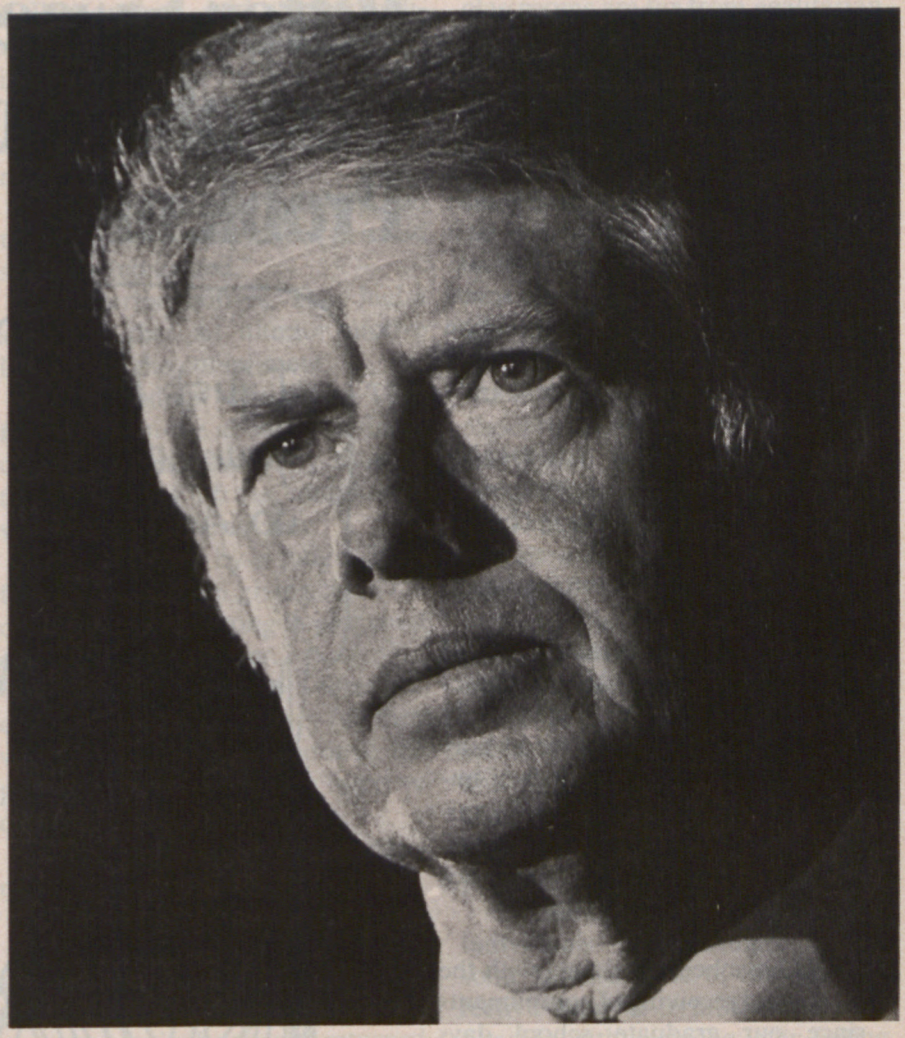
- The creation of a separate Department of Education. Generally, I am opposed to the proliferation of federal agencies, now numbering some 1,900, which I believe should be reduced to 200. But a Department of Education would consolidate the grant programs, job training, early childhood education, literacy training, and many other functions currently scattered throughout the government. The result would be a stronger voice for education at the federal level.
- Expanded vocational and career education opportunities. Although the number of students enrolled in career education has more than doubled within the last six years, 2.5 million annually leave the educational system without adequate vocational training; it is estimated that 750,000 untrained young enter the unemployment pool annually. Community colleges and existing programs must be strengthened and extended. By 1980, 80

to Education

percent of all jobs are expected to require education beyond high school but less than a four-year degree.

- The expansion of educational rights of the handicapped. Of our 6 million school-age handicapped children, only 3 million are now receiving the attention they need. Yet recent federal court decisions have guaranteed the handicapped their right to an education. Since such education costs a great deal more than that of nonhandicapped children, increased federal expenditure in this sphere is necessary.
- Reforms to strengthen colleges and universities in times of financial difficulties. Imaginative steps must be taken to preserve our various institutions of higher education. For example, parents whose children attend private colleges understandably complain of unfair treatment. They must support public colleges and universities through taxation as well as pay high tuition fees. During my years as Governor of Georgia, voters authorized annual grants for each student attending private colleges at a smaller cost to taxpayers than if these students enrolled in public institutions. Such legislation should be encouraged elsewhere. Also basic tax reform proposals should give proper consideration to private philanthropy in the area of education.

Other creative reforms can make our schools and institutions more efficient. If education for the elderly were increased, schools and universities could employ more teachers, utilize facilities more fully, and also provide an invaluable service to the community. If schools and universities were encouraged to pool or share resources, then costly services and equipment need not be duplicated, and competition for students could decline. When Governor, I oversaw the expansion of such a "shared service" program for Georgia school systems. Congress has encouraged such plans for higher education but has yet to provide adequate funding. An all-year school calendar, use of student aides, and college intern programs also must be explored in individual cases.



My career as a public official reflects my personal commitment to education. My first public office was the chairmanship of a local school board. I ran for the state senate because of my concern for public education in Georgia and successfully sponsored there our first overhaul of education financing. Ten years later, during my term as Governor, a second and even broader reform was successfully completed after two years of hard work. As President, my priorities will not change; I will remain committed to quality education for all citizens in our country. □

This statement by Mr. Carter is reprinted from the February 1976 issue of *Change,* New Rochelle, NY.

The Bitter-Sweet Compliment Problem

By **RONNY E. TURNER**
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CHARLES EDGLEY
Associate Professor of Sociology, Oklahoma State University, Stillwater.

In poetry, compliments have been generously likened to "gentle kisses through a veil"—and less generously seen as hollow lies cloaking devious acts. Less poetic social scientists have paid little attention to these interpersonal gifts, and educators have given them hardly any notice at all.

A few Skinnerian reductionists (from whom many contemporary learning theories derive) characterize them, in stimulus-response terms, as positive reinforcements, rewards, etc.

In the past two years, we have conducted research which indicates that far from being unabashedly positive in effect, compliments may very well give rise to feelings of uneasiness, defensiveness, and cynicism. This article outlines some findings of that study and applies them to classroom situations.

We have been intrigued with the giving and receiving of compliments since our graduate school days when we noted the general absence of complimentary behavior between faculty and graduate students and the fact that compliments were not always interpreted as positive on either side of the desk.

Later, out of graduate school and teaching in universities ourselves, we and members of our research team observed and interviewed participants in 245 cases in which compliments were given and received. We recorded the following information about each case: the compliment itself, the sex of the complimenter and the recipient, and an interpretation of the recipient's reaction to the compliment.

Because we were interested in the

dynamics of complimenting as a form of interaction, the identities of the subjects were not as important as the situation in which the compliment arose and how the receiver dealt with it. About a fourth of the situations we observed involved classroom encounters in which undergraduate college students were complimented by their teachers. The rest of the situations were a desultory collection, ranging from compliments exchanged between friends, workers, bosses, strangers, family members to compliments given and received across those categories.

When the encounter ended, one of our team contacted and interviewed the individual who had received the compliment. The recipient was asked about the identity of the person who gave the compliment, the relationship between the two, and the nature of the social situation in which they were involved. The respondent was then questioned about his or her reaction to and interpretation of the compliment.

We analyzed the responses according to the number of compliments that were "well-received" (no disruption of interaction, embarrassment, or uncomfortable feelings) and those that posed interactional difficulties for the recipients.

We found that compliments frequently serve to assure people that others see them as they see themselves and impart a sense of accomplishment and pride. They are often well-received and appreciated. But in most cases, our respondents reported feeling uncomfortable, embarrassed, threatened, or under considerable obligation when they received a compliment. Of the 245 cases we observed, 159, or an astounding 65 percent of our respondents, felt some form of uneasiness about the compliments they had received. Even during an extended interview, however, many had difficulty describing precisely what form that uneasiness took. Although most felt that in some way they had "deserved" the compliment, they found it difficult to handle.

Respondents said that compliments produced bitter-sweet feelings for six major reasons.

1. Reciprocity. After receiving a compliment, they felt they had to return one.
2. Modesty. They felt they had to neutralize a compliment to avoid seeming "conceited."
3. Ulterior motives. They had a suspicion that an ulterior motive lay behind the compliment.
4. Impending criticism. They felt apprehensive about receiving a compliment because they thought that the giving of the compliment was a prelude to criticism.
5. Evaluation by a judge. They felt that the person giving them the compliment was sitting in judgment on them as a "superior."
6. Upping the ante. After receiving a compliment, they felt they would be expected to continue the praised performance or to improve on it.

Each of these reasons has a classroom corollary.

Reciprocity. Our respondents viewed the receiving of compliments as necessitating a reciprocal response, equivalent praise returned at a later date. Ostensibly a game of one-upmanship characterized this sense of reciprocal obligation; the giver of the compliment was one up by virtue of his or her verbal generosity, and the next move was up to the receiver. By ingratiating himself or herself to the other, a person can control a situation.

This sort of reciprocity is, of course, difficult to achieve in a classroom situation. When a teacher praises students, they are frequently caught between the ordinary reciprocity rules of compliments and the structure of the classroom itself, which usually prohibits such returns. Students who praise the teacher in a competition-oriented classroom are likely to be labeled as sycophants by their classmates.

Reciprocity obviously works best in egalitarian settings, and most classrooms are far from egalitarian. The teacher who praises a student is using a technique that is central to most learning theories without realizing that everyday interaction has a different and conflicting set of assumptions about how people should respond to compliments.

While it may appear that reciprocity, at least at some levels of education, might not be a characteristic of classroom situations, there seems to be a certain ambiguity about the matter. How is the student to respond to a teacher's compliment? Say nothing? Nod his or her head? Say thank you? Or, as is typical in everyday life, return the praise?

We found that undergraduate students who received compliments from their teachers were as uneasy about being praised as the other subjects in our study. We cannot, however, say to what extent these observations can be generalized to lower levels of the educational experience.

To maintain social relationships, individuals must reciprocate in some fashion. One of the most effective ways of terminating a relationship with someone is by failing to reciprocate compliments, gifts, invitations, etc. One of our respondents underscored the oppressive importance of reciprocity in social relationships when she noted that she made up a major portion of her Christmas card list from the cards she received the previous year.

When the rules of reciprocity are ambiguous, as they usually are in the classroom, compliments pose even more problems for the receiver than they do in many other situations.

Modesty. On receipt of a compliment that may or may not be overheard by others, a person must do

something to avoid appearing immodest. Even when our respondents believed they deserved the compliment, they reported that they had to be careful not to give the impression of basking in the praise. "I don't want to appear conceited" and "I don't want anyone to think I'm big-headed or stuck on myself" were frequent responses.

Often, those who receive a compliment blush and stumble over words in replying. Their control of the situation is shattered.

We did, however, observe a few cases in which recipients of compliments replied somewhat to the effect, "Thank you, I think I did a great job, too." In such cases, it was the complimenter who appeared shocked and stunned, and his or her control of the situation evaporated.

Recipients used several techniques to negotiate a balance between acceptable pride and inappropriate conceit. First, some denied full responsibility for the accomplishment, "I can't take all the credit" or "I had lots of help from. . . ." Such a strategy stresses the team dimensions of success and assuages the feelings of team members who were not singled out for recognition. Second, receivers of compliments played down the importance of the accomplishment itself by humbly establishing that "it was really nothing." They said, "Anyone could have done it" or "It was just part of my job."

The need to maintain a modest front has special applications to classroom situations. Many things go on simultaneously when people teach. Compliments may be positive in rewarding, encouraging, or even in simply cuing good performance. The process of giving the compliment, however, also involves maintaining an acceptable stance toward a situation in which gratitude is offered, and this too becomes part of the teaching situation.

Ulterior motives. Recipients of compliments are often uneasy because of motives they impute to the giver. As people relate to each other, they are constantly expressing (nonverbally as well as verbally) reasons for their own behavior and interpeting the meaning of others' behavior.

We found that the recipients of compliments in our study asked themselves, Why is he giving me a compliment? Our respondents identified various ulterior motives of the complimenters: They might be seeking sex, money, business contracts, reciprocal compliments, or undisclosed favors.

Teachers are in less of a position to have their motives for complimenting questioned; nevertheless these patterns may emerge in faculty-student relationships, especially at the higher grade levels. This may help to account for what we perceive to be the routine nature of compliments at lower grade levels and their relative absence at higher ones. Most graduate students would probably concur in our observation that compliments are rare in graduate school and that ambiguity and anxiety shroud their meaning.

Impending criticism. Many respondents in our study were wary and uncomfortable on receiving a compliment, because it was often followed by a criticism. Compliments can indeed function as "setups" for later reproof:

"You did a nice job, but. . . ."

"This paper was good, but it could have been much better."

Our respondents saw the addition of the words *but, however,* and *on the other hand* as ominous qualifiers to compliments. These qualifiers are tactful ways of censuring a person in a situation where direct criticism might be too discouraging.

In classrooms, such setups are almost routine. Charged with the responsibility of getting as much out of each student as possible, many teachers use compliments only as a way of buffering criticism. In situations where teacher and students know and share the teaching goals, i.e., where they have close rapport, such a tactic might be allowable, but when students do not know or share the goal, they may see the compliment as a way of setting them up for an assault.

Evaluation by a judge. When one person gives a compliment to another, the former is momentarily sitting in judgment on the latter. This is why subordinates are not so likely to compliment superordinates.

The complimenter assumes the competence to evaluate the other and is presumptuous enough to verbalize it. Ordinarily a superior sitting in judgment produces uneasy responses even when the judgments themselves are laudatory. Complimenting is usually one of the most effective ways of establishing and maintaining social distance. Compliments, then, serve to remind us of our place in a hierarchy.

"For an assistant professor, you've done an excellent job."

"I've never seen a better drawing from someone your age."

"This is a fine paper for a student."

Such compliments commend a task well done but also imply social distance. In teaching, this bitter aspect of the bitter-sweet nature of compliments is less troublesome but still must be taken into account. Students at virtually all levels of education are in a position where they have volunteered for a status subordinate to the teacher's or at least they are inured to it from years as students. In either case, the compliment represents an evaluation by a judge who is not likely to be resented. But if students resent the judge for some reason, they are likely to receive the compliment as one more way of putting them in their place.

Upping the ante. Compliments may also serve as a way of setting

(Continued on page 105)

Teaching About Divorce

By EUGENE BLEDSOE
Chairman, English Department, South Cobb High School, Atlanta.

Today, few students are untouched by divorce. Yet schools, churches, and other institutions continue to do little to help young people understand and cope with this situation. "Guardian" replaces "parent" in school records, an address changes, a voice at the other end of the line gently corrects the teacher who assumes that Sally Smith lives with Mrs. Smith, yet the subject of divorce seldom comes up in school except, perhaps, in moments of crisis.

To help students gain insight into various aspects of divorce and to open up a new area of literature, some of my students and I at South Cobb High School developed a unit on separation and divorce. Our basic goal was to acquaint students with some of the relevant literature on the subject, to give them an opportunity to examine and to clarify some of society's past and present positions on divorce, and to consider their own attitudes and value judgments about the subject. We carefully selected behavioral objectives and materials in order to give students a panoramic view of the legal, economic, religious, social, and personal implications of divorce—as well as to give them reason to read some good literature on the subject.

Such contemporary books as Mel Krantzler's *Creative Divorce* and *The Courage To Divorce* by Susan Gettleman and Janet Markowitz took their place on our reading list with classics like George Meredith's *Modern Love* and Henrik Ibsen's *A Doll's House*.

A check of the *Reader's Guide to Periodical Literature* quickly revealed numerous articles on the subject.

Working with our media specialist, we scheduled some useful films, among them *Divorce American Style* and *Dial M for Murder*. The students themselves found a wealth of commentary in contemporary song lyrics, such as those in Jim Croce's "Lover's Cross" and Neil Diamond's "Husbands and Wives."

Community resources also were available. A local minister, lawyer, doctor, and marriage counselor talked with the group. Students interviewed representatives of various organizations such as the Family Mediation Center in Atlanta and Parents Without Partners.

A fellow teacher, recently divorced, volunteered to help. ("Anything to help someone avoid the hell I've been through," she said.) Students whose parents have been divorced volunteered to serve on panels dealing with the problems of the children of divorce.

In addition to reading appropriate materials, discussing the subject, and listening to speakers, students worked on several projects:

1. Working out a realistic survival plan for a divorced mother of two who has no work experience.
2. Planning weekend activities for a divorced father of three who has full custody of the children.
3. Dividing the property of a typical household between antagonistic partners in a divorce.
4. Writing an ideal divorce law.
5. Writing a scenario called "Christmas Without Mom (or Dad)."
6. Writing a futuristic scenario depicting American family life 25 years from now.

In addition to these activities, students studied the physiological stress of divorce (ulcers, headaches, backaches, and other maladies) and the changing (or unchanging) attitude of the church toward divorce.

Generally speaking, students found the unit interesting, helpful, and relevant. Staff members were interested, too, and some suggested that the unit would make a great interdisciplinary study for English, science, and social studies.

One of the most impressive aspects of the study was that despite all the gloomy statistics, almost all the students expressed a sincere desire to marry and live a stable, happy family life. Although many would simply live with someone of the opposite sex for the short term, most prefer the traditional married state for the long run.

I had an opportunity to teach this unit again, in an expanded form, at the 1976 Governor's Honors Program—a summer program for the gifted and talented in the state of Georgia. Again the unit proved successful. These gifted and talented students were no less interested in the subject than their counterparts at South Cobb High.

I have found divorce a productive area of study for high school students with wide ranges of abilities and backgrounds. Because of the subject's immediacy, it affords a good opportunity to involve students in reading, discussing, and writing about good literature at the same time that it serves some personal needs to communicate on divorce. □

SPECIAL FEATURE ON

DISCIPLINE...

When looking at the causes of discipline problems, many times teachers, administrators, parents, or students point a finger at someone else.

Many teachers learn quickly that they are not prepared to handle disruptive students on their own. Teacher-preparation courses merely touch the area of discipline and are often so philosophical that their concepts cannot be put to practical use. If teachers request help from administrators (faced with increasing violence and vandalism in and around the school campus), they risk being labeled poor teachers, who lack the needed skills to motivate students.

Concern about family matters, job responsibilities, or other things often prevents parents from participating in school affairs. They find out too late what the problems are. When they do, they blame those persons who work directly in the school.

Disruptive students rarely accept the full responsibility for their actions.

What are the causes of the problem? Most important, what can be done to remedy it?

In this special feature, discipline problems are approached from several points of view: An experienced teacher expresses her views on what teachers, with appropriate help, can do to improve classroom discipline. A student lashes out against some of his former teachers, then reflects on his actions that caused many of his problems. A parent who is active in parent-teacher associations discusses discipline from her perspective. Kenneth A. Erickson of the University of Oregon points out the effects of disruptive students on the entire school. A principal discusses a cooperative program in his school that has reduced discipline problems. And, finally, the Reverend Jesse Jackson, president of Operation People United To Save Humanity (PUSH), shares some of his ideas on the problem.

A Creative Teacher's Approach

By MARTHA KELLY KANAPAUX
Social Studies Teacher,
St. Andrew's High School,
Charleston, South Carolina.

Frequently, other teachers, parents, or community leaders ask me about discipline problems in the classroom. My reply that I don't have any usually evokes a reaction that says either they really don't believe me or my situation is unique. I see nothing incredible or unique about this. Many teachers would reply in the same manner.

First, let me define what discipline means to me. It means an environment where students can learn and achieve success and where there is a healthy relationship between the student and the teacher and among the students themselves.

I don't mean to convey the notion that there is never a negative reaction from students in my classes. Whenever a student begins to interact negatively with me or the other students, I find it best not to respond in a negative way, thus letting the student control my interaction.

It is easier to maintain control by turning the negative reaction into positive interaction. This can best be done by establishing a positive environment in the classroom. Several conditions are necessary to create this type of environment.

Teachers should enjoy their work and like people, especially the young. They should care about and openly show this care to students. They should have a good self-concept and be able to accept students, conveying this acceptance without necessarily agreeing with or condoning what students say or do. They should be knowledgeable, energetic, trusting, innovative, and creative. They should have positive attitudes and be flexible.

They should respect students and be mindful of their rights. They should accept input and criticism from students and be willing to admit when they are wrong, make mistakes, or simply do not know. They should be authoritative but not authoritarian, be prepared, have a sense of humor, and be willing to relax with and enjoy students. And they should be involved in the school and the community.

All of these qualities are necessary in varying degrees to help provide this positive environment. There remains, however, one last *sine qua non*: The teacher must be willing to do everything possible to instill a sense of worth and success in each student. To achieve this, the teacher needs to be aware of each student's needs; provide students with attainable goals; show respect, tact, and warmth toward them; and maintain two-way communication with them.

I greet each school year with excitement and am eager to meet my students. I find this positive approach is contagious, and students quickly adopt this attitude. I believe that when I convey by my actions that I don't expect discipline problems, I won't have any.

I deliberately avoid anyone who projects negative feelings about students. Unfortunately, this attitude is as contagious as mine.

During the first few weeks of school, I also try to know each of my students on an individual basis and become aware of their needs. As quickly as possible, I match names with faces so that I can greet them by name. I believe that when students feel that teachers care for them, they want to do their best in class for the teachers.

When students enter my classroom, they realize that it is their room, too. Former students have painted murals on the walls. Uncle Sam glaring over a pointed finger, the Liberty Bell with its crack conveniently provided by a crack in the wall, a poem by a student, the Marines raising the flag at Mt. Suribachi, a Black boxer poised for combat, an American Indian, and a girl with an Afro hairstyle grace the walls.

I design material for each nine-week grading period in such a way that each student will have some degree of success. I review this material with each class and point out that final grades are dependent on total effort during the grading period. I provide students with a tentative outline of what material will be covered. If no one asks questions, I draw out reactions. From this students learn that they do have input into the direction the class will go.

I provide each class with choices and alternatives, and students decide which course of action they prefer. This, and a concerted effort on my part, establish an environment in which students feel free to question, criticize, and offer suggestions.

I have had students come up to me after class and say such things as "Today was boring," "I really found the class interesting," and "I liked the way you presented the material today." These comments not only show concern on the part of the student, but they provide me with the views I need to evaluate my daily effort. I constantly review the way I do things, keeping in mind that all classes are not alike and that different approaches are needed for different classes. The year-to-year changes in society and their effect on my students necessitate altering my approach to subject matter, too.

I believe that individual participation is the key to success in the classroom and particularly in minimizing discipline problems. My teaching method includes not just teacher presentation of material but also open discussions; debates; and various other class, group, and individual activities. I try to relate these activities to the students' interests, make them relevant to the times in which we live, and, simultaneously, cover all the course material.

Sometimes when I present the program for the day, students suggest additions or different activities that would accomplish the same objectives. When this happens, I use their input where possible. Discussion of a particular educational television program sometimes takes the place of the planned lesson. At other times, school or community problems take precedence, and I act as facilitator until students air their concerns. When we return to the lesson plan, there seems to be more concentration and learning.

Other factors contribute to a healthy atmosphere in my classroom. Students, parents, people in the community, and former students have commented on these. I know my subject, use textbooks only as references, and am prepared for class.

The more knowledgeable and prepared the teacher is, the more knowledgeable and prepared the students seem to be. My students have been critical of teachers who do not seem prepared, who give busywork, and who use only the textbook in teaching. Students have told me that they could teach if all they had to do was read from a text.

Students get to know me as a person and are aware of my involvement in the school and community. This has a positive effect on our relationship in the classroom. It has resulted in respect, appreciation, and an openness in learning.

They know my family. My husband attends many of the sports and extracurricular activities, sits in on classes, and helps on projects and field trips. On these occasions, he is usually accompanied by our five children.

The students are aware of my efforts to make their curriculum relevant and interesting. I have designed and piloted courses and written minicourses in U.S. history. At school board meetings, on television, and in speeches before civic groups, I have constantly advocated revamping curriculums to meet the needs of students.

I was one of the initiators of rap groups at school, sessions that have become a vehicle for students to air their differences and concerns and to solve their problems. Responsible students who are assets to their school and community emerge from these groups. I am active in my profession, in politics, and in solving community problems. In addition, I am active in advocating students' rights. I try to attend as many school activities as possible and I give recognition to the students who participate in these affairs. This helps to keep a good school spirit because the resulting positive attitude toward the school spills over into the classroom.

When people speak of discipline, one usually hears about suspensions, expulsions, and punishments of all sorts. These will not solve the problem. Behavioral problems usually result when students' needs are not being met. If the public and educators would only realize the importance of programs from kindergarten through the twelfth grade which would meet these needs, then discipline would hardly be a problem, much less vandalism, juvenile crime, and unskilled youth, just to mention a few.

Meeting student needs means training teachers to identify students with problems and to provide them with help. It means smaller classes, especially in the lower grades. It means more counselors, enough aids to help students, curriculums that meet student needs, and alternative programs. It means a teaching situation in which teachers pay attention to individual progress of students on a continuous basis. It means that institutions which train teachers must revamp their programs to meet today's needs and develop in educators a sensitivity to students' needs. □

I believe that individual participation is the key to success in the classroom and particularly in minimizing discipline problems.

Cedric Robinson

"See, I had just got back off a four-day suspension. When I walked in Miss Spence's room, she didn't even say hello. She just asked for my pass. I asked her what we had to do, and she told me to get the work from a student.

"I don't know, I guess it was the way she talked to me, but I got really mad. I yelled, 'I ain't getting nothing from no student. You my teacher, right? You supposed to give me my work. If I don't get it from you, I ain't doing it.' She told me to get out of her room. I said, 'OK, I'm gone!'

"The next thing I knew I was back in Mr. Blake's office and on suspension again."

In this interview, 16-year-old Cedric Robinson, now a sophomore in high school, reflects on his years in junior high school. He admits that while in seventh and eighth grades, he was disruptive in class and discourteous to his teachers—a real problem. He even considered dropping out of school.

Now Cedric is determined to graduate from high school. He plans to spend his last years in school without frequent visits to the assistant principal and minus in-house probation and suspension.

Today's Education: Do you remember when your problems started in Miss Spence's room?

Cedric: Yeah, the first day. See, I had two brothers who went to school over there before I did. They had a hard time. My brothers told me that certain teachers wouldn't like me because of them.

The first day I went in Miss Spence's room, she asked me if I was one of them Robinsons. She said I was just like my brothers. I didn't say nothing then, but I didn't think it was nothing wrong with being just like my brothers.

Today's Education: Was Miss Spence's class the only one you didn't like in seventh grade?

Cedric: Me and my homeroom teacher couldn't make it either. She used to press me all the time, and I can't stand being pressed. She always wanted to know why I was late for school. I told her all she had to do was to send my name to tardy hall. They would take over from there.

Today's Education: Why were you late?

Cedric: It was hard getting up in the morning. My mother used to call upstairs to wake us up. While my brothers and sisters were getting ready, I would go back to sleep. Then, my mother would wake me up again. So I was late. But at least I went.

Today's Education: Were things different for you in the eighth grade?

Cedric: Yeah, worse. By then, Miss Spence had put the word out on me. Everybody knew I was a Robinson. And then I took all my classes with five of my boys [friends]. They used to like to see me in Mr. Blake's office. I knew they would get me in trouble. I said to myself, "Oh, no. I got to get out of here."

Today's Education: Did you ever try to transfer to another class?

Cedric: I asked my counselor if she would put me in a different homeroom. She said I had to learn to ignore people. But, see, your boys won't let you ignore them. She didn't understand that. That's what's wrong with most of them teachers over there. They just don't understand.

Today's Education: Let's talk about your classes that year.

Cedric: Well in my science class, the teacher had this book. We used to call it the "F Book." Whenever you did something wrong in her room, she would give you a F. Somebody could shoot a lie on you, and she would write the F without trying to find out what happened.

Today's Education: Were your classmates victims of the F Book, too?

Cedric: Yeah, but it wasn't just *my* class.

She thought she was tough giving all those F's. But the kids didn't pay her no mind anyway. You may think I'm lying, but if you passed her room anytime, somebody would be in there playing cards, flying airplanes, throwing paper, or something. She would sit there giving F's and letting the students take over.

Today's Education: Most of your suspensions occurred while you were in eighth grade. Do you know why?

Cedric: Mostly because I cut class a lot and skipped school. I got in a couple of fights. →

Today's Education: Did you fight with teachers?

Cedric: No, some dudes. That's one thing. I ain't never hit no teacher or cursed at one. I just got mad when they pressed me so hard I couldn't stand it anymore.

Today's Education: You mentioned before that you don't like being pressed. Exactly what do you mean?

Cedric: Well, when teachers say things to embarrass you and keep nagging you. Then they grit on you, and everybody starts laughing. They pick on you so much you have to defend yourself.

Today's Education: What does *grit* mean?

Cedric: Stare.

Today's Education: How did you react when you were pressed?

Cedric: I would get mad and say something I shouldn't say and scare the teacher. I knew I was wrong, but I just couldn't stop.

Today's Education: Did you get along with Mr. Blake?

Cedric: Mr. Blake is a all-right assistant principal. In a lot of ways, he's very nice. He did a lot for me. He was nice to my mother, too.

Today's Education: How often did your mother talk with Mr. Blake?

Cedric: Every week, sometimes every day. Even when I wasn't in trouble.

Today's Education: Was Mr. Blake the person responsible for suspending you?

Cedric: Yeah, but he had to go by what teachers told him. And some teachers would tell me before we got to the office, "I'm gonna make sure you get suspended."

The only time I got in real trouble with Mr. Blake was when I got really mad. But if I was cool, he would give me a break and say, "OK, Cedric, I'm gonna make a deal with you. It will be hard, but you can stay in school."

One time he helped me out when a teacher shot a lie on me.

Today's Education: Tell us about the incident.

Cedric: See, I don't chew gum because when I do, I bite my tongue. Mr. Blake knew that.

Anyway, it was in the winter. I came in the building with my hat on, but I took it off after I walked through the door. I had just sat down in homeroom when I heard my name called over the P.A. "Cedric Robinson, report to Mr. Blake's office."

I thought it was because I cut somebody's class, but when I got downstairs, this man said he told me to take off my hat and I ignored him. If he did tell me that, I swear I didn't hear him, and I told him it was a lie.

Then he gave Mr. Blake a whole list of things he said I did. I was playing in his room. I did this. I did that. I *chewed gum* in class.

After he left, Mr. Blake said, "Cedric, I know *one thing* you didn't do." He laughed, and I laughed. That time I didn't have to go home.

Today's Education: Did your school life improve when you were in ninth grade?

Cedric: I think I changed. The summer before that most of my boys quit school. I thought about quitting, too.

Today's Education: Why didn't you?

Cedric: Both of my big brothers dropped out of school. One of them got in some real bad trouble. That really hurt my mother a lot. My other brother told me he made a mistake when he quit because ain't nothing out there but the streets. He told me to give it another try.

Then my mother talked to me about it a lot. She really wants me to graduate. Anyway, I made up my mind that I was going to stick it out.

Today's Education: Did you enjoy your last year of junior high?

Cedric: Some things. Like I really dug my world geography teacher. I cut her class at the beginning of the year. I thought she was going to bust down on me, but she didn't. I saw her in the hall, and she winked at me. She told me I had a lot of work to make up the next day.

She wasn't jiving. She really put the work to me, but I never cut her class again.

I got to go to another school to take one class—printing. That was nice. My gym class was nice, too.

Today's Education: Did you participate in any extracurricular activities?

Cedric: I was on the basketball team in the seventh grade, but I got put off because I had a F in conduct. I never tried no more.

Today's Education: It's interesting that you liked your ninth grade teachers. Were they so different from the ones you had before?

Cedric: I guess the difference was me. I know my temper got me in a lot of trouble before.

Even when I was in ninth grade, I still used to go by to see Mr. Blake. I would see dudes in his office screaming all over the place. I wanted to tell them to be cool and shut up. It's always harder on you when you get mad.

Today's Education: Cedric, you have younger brothers and sisters. What advice would you give them about getting along in school?

Cedric: I would tell them not to listen to what nobody says about me or my older brothers. I would tell them not to cut class or skip school. If things get really bad, try to talk it out in a calm way.

They gonna make it anyway. I know that. My mother kept after *me* while I was down there so I know she's going to keep after them.

—**Marian S. Clayton,** *editorial associate,* Today's Education.

The Problem Between Home and School

By **CONSTANCE THOMPSON**
Parent, Active PTA Member, and Community Worker, Washington, DC.

In the years that I have been active in parent-teacher associations, I have found that the major problem between home and school is lack of, or poor, communication. This often causes friction between teachers and parents. Children, knowing this, use it to get by with many things. Until we resolve the problem between home and school, we cannot curb discipline problems.

Parents have come to me with complaints about their children's teachers. Likewise, teachers have come to me to express discontent about parents. The crux of the problem is usually that one or the other has misinterpreted a message delivered by a student. My advice to them is that they should meet in conference and iron out their differences. Conferring on the telephone is not sufficient. Parents prefer face-to-face contact.

This is not as easy to accomplish as it may seem. In many schools, the parents' first contact with teachers takes place after the first nine weeks of school at a parent-teacher conference. By that time, many things may have happened that parents should know about. Moreover, the average time allotted to each parent in a conference is five minutes. Do we wonder then why some parents don't bother to come?

Those parents who call the school and request appointments with individual teachers are often met with delays. If teachers have no planning periods, parents may be told that the meetings must take place after the school day—a time when teachers are not required to be in school. This is an administrative problem that should be worked out between school boards, superintendents, teachers, *and* parents.

Parents sometimes have to overcome obstacles to attend meetings—obstacles the school might help them overcome. A parent once told me that she was summoned to school because her child had presented a serious problem. Because she had younger children and could not afford a babysitter, she asked for—and received—permission to bring the children to school with her. Just as she was preparing to leave home, the principal called and informed her that she could not bring her young children to the school. The result was that she never went to the meeting.

Then there are parents who say they are unwelcome at school at any time other than at planned parent-teacher conferences. Teachers, they say, are threatened by having parents in class. I have not found this to be true. In fact, I have worked with groups of children in classrooms while teachers worked with others.

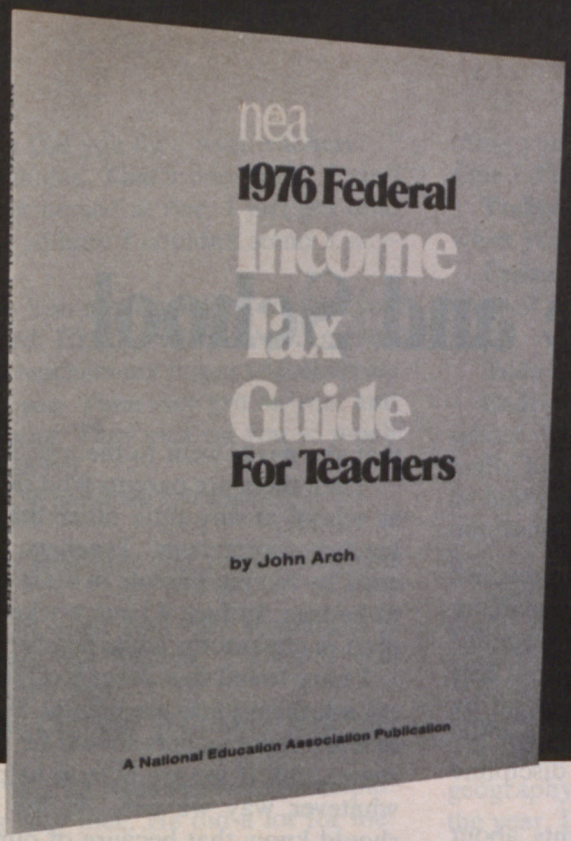
I have found that parents often think the jobs teachers ask them to do are menial. We as parents have got to learn that teachers should be in control of the classroom, and, if we are able to help, we should do so in whatever way we can. At the same time, teachers should know that because of our experience in working with our children at home, we are sometimes able to help with classwork. The tasks, menial or otherwise, may help save our children.

There is no question in my mind that our classroom teachers are responsible for too many children. Large groups of children are like large groups of adults—noisy and restless. When reading and math levels in a given classroom range from first to sixth grades, it is impossible for teachers to work with everyone at the same time. In these cases, parents (under the teacher's guidance) can help to make a more constructive classroom.

I believe few parents would not agree that schools have a right to expect parents to instill in their children recognition of the importance of good behavior. But schools within a system, even classes within a particular school, often have varying standards of conduct. For example, in one classroom, gum chewing may be considered a major offense. In another, it may be acceptable. I was shocked to learn from a parent that in the high school his son attends, profanity is permitted in some classrooms.

One reason for this, I believe, is that school personnel are not familiar with the families of the children they teach. Sometimes educators make statements such as "These students have never been taught any better" or "That's all they hear at home." If these educators would take the time to find out, they would discover that most parents, rich or poor, want their children to become decent, law-abiding citizens. They want their children to follow the rules.

School systems, then, should have definite rules, and everyone in a system should stick by those rules. If



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parents are to see that their children are obedient, then systems must be consistent in establishing rules and indeed in establishing methods of punishment.

At the beginning of the school year, principals should invite parents to the school for a meeting. At that time, parents, teachers, principal, and even students should sit down and discuss the year's program. That way everyone will be informed firsthand, and everyone will have had an opportunity to voice his or her concerns. Then a little time should be left for parents to mingle with their children's teachers.

Each group should have some input in the meeting, but the principal, the leader of the school, should make final decisions.

Once in a while I have heard principals say that they cannot do anything about a particular situation because school control is out of their hands. Too often, they claim that they are stifled by parents or by teacher unions. I wonder if some principals are relieved when they are able to say, "I wish I could help, but you see, my hands are tied." If principals feel this way, they should give up their positions.

One last thing is the home and community environment. I firmly believe that discipline starts in the home and is influenced by the entire community. Today, there are too many undesirable influences in our communities, and parents must act against them. We can start with the motion picture theaters.

One of our community organizations recently visited the *only* theater in our area. We complained to the manager about the types of films being shown. We let him know that many of us were driving our children to the suburbs so that they could see movies we consider acceptable. The manager informed us that if he showed only movies with a PG (parental guidance) rating, he would lose business. He said showing movies with a G (general) rating was impossible.

With more protest, we were able to get the manager to agree to a matinee on Saturday that shows only G movies. Unfortunately, he was proved right. More than half the seats in the theater are empty for the matinee.

Improvements must come from every front. At home, parents must accept responsibilities and work harder. At school, principals and teachers must make themselves more accessible to parents. Meaningful conferences are imperative. School personnel need a better understanding of the kinds of children they teach, a knowledge of their home lives and a real commitment to serve the community where they work. □

NEA Discipline Materials

Books

• *Discipline and Learning: An Inquiry into Student-Teacher Relationships* offers numerous approaches to the general topic of discipline from a historical perspective as well as the contemporary point of view. Contrasting views are presented on punishment, behaviorism, student response to control, order, and justice. (Stock no. 1349-2-0F; $4.50)

• *What Every Teacher Should Know About Student Rights* explains student rights in the light of recent court decisions. Special sections are devoted to the right to an education, *in loco parentis* today, personal appearance, marriage, corporal punishment, grades and diplomas, off-campus activity, law enforcement, discrimination, school records, and freedom of expression. Bibliography included. (Stock no. 0547-3-0F; $1.50)

• *Discipline in the Classroom* covers curriculum, classroom techniques, methods of structuring classroom behavior, human needs, and an overview which includes separate looks at discipline on the elementary and secondary levels. (Stock no. 1325-5-0F; $3.50)

Filmstrips

• *Discipline Techniques* considers various attitudes, methods, strategies, and concepts that are currently being practiced in classrooms. It raises questions which all teachers should consider when faced with explicit discipline problems. The filmstrip is available with cassette narration. (Stock no. 1124-4-0F; $17)

• *Classroom Group Management* focuses on "initiating structure" and "consideration" as the teacher's main functions as a classroom manager. A leader's guide accompanies the filmstrip. (Record narration—1110-4-0F; cassette narration —1111-2-0F. Either $16)

Audiotape

Discipline: Day by Day is a four-part audiotape program with discussion questions, plus a pamphlet on "Discipline—A Maintenance of a Learning Environment." The cassette tapes, averaging nine minutes each, discuss fundamental aspects of discipline in the classroom. The tapes provide practical, everyday suggestions for teacher training courses and beginning teachers and act as valuable refreshers for experienced teachers.

Included in the program are tapes on "A New Approach," dealing with the concept of self-fulfilling prophecy as it relates to discipline; "How To Cut Discipline Problems in Half," focusing on the power of affection—especially as conveyed by touch—to solve discipline problems; "An Ounce of Prevention," covering such matters as the teacher as role model, the proper time and way to administer censure, and student-teacher relationships; and "Self-Discipline Is the Best Discipline," outlining what is required to begin the process of self-discipline very early and emphasizing the need for an informal learning environment for students. (Stock no. 1950-4-0F; $18)

Other materials

Other materials available from NEA include the following: research reports on *Coping with Disruptive Behavior* (1031-0-1F, 75¢) and *Behavior Modification* (1035-3-0F, 75¢); NEA task force reports on the *Code of Student Rights and Responsibilities* (0541-4-0F, $1.50), *Compulsory Education* (1312-3-0F, 65¢), and *Corporal Punishment* (1311-5-0F, $1); and a package of leaflets on *Parents and Discipline* (5139-4-0T, $1.68 for a package of 30).

Items may be ordered separately or for a discount price of $58.38 in a complete set (0703-4-4F). Send orders with payment to NEA Order Dept., The Academic Building, Saw Mill Rd., West Haven, CT 06516.

Disruptive Youth and the Rights of Others

By **KENNETH A. ERICKSON**
Director, Field Training and Service Bureau, University of Oregon, Eugene.

Historically, public schools were established for the single, uncomplicated purpose of educating students. Teachers and administrators were given the necessary authority to fulfill the teaching responsibility.

Although our nation's expectations of the public schools have changed, the schools are still expected to provide a basic education of reading, writing, and arithmetic (plus history, foreign languages, art, music, home economics, science, vocational education, etc.). Those who want to improve society have added other expectations for the school to fulfill—for the simple reason that the school is where all the children are gathered.

As a result of this concentration of all pupils, the public school today is looked upon not only as an educational institution but also as a major social institution through which society might compensate for all its other failures. This change in the way society views schools has resulted in their offering personal counseling, crisis intervention, and breakfasts and lunches as well! Through boundary realignments and busing programs, society asks that the schools help to accomplish racial integration.

A second change in the way society views schools affects the primary right of the teacher to instruct and the primary right of all students to learn in the most positive classroom environment possible. The right of an individual student in recent years to more and more protection in spite of disruptive behavior is superseding the primary rights of both teacher and student. Asking teachers to prove that the education of the majority *has already suffered* prior to seeking relief from the disruptive student denies the majority of students their right to an educational climate conducive to learning.

How serious is the problem of disruption in schools? A recent Gallup Poll reported that 37 percent of high school juniors and seniors think stealing is a significant problem in local public schools. Fifty-four percent of the high school juniors and seniors believe that student gangs that disrupt the school or bother other students are either a big problem or somewhat of a problem.

These opinions are supported by a survey taken in the Portland, Oregon, metropolitan area where teachers were concerned with two types of discipline problems. The first: disruptions *within* the classroom that upset the teaching and learning possibilities. The second: disruptions *outside* the classroom (halls, cafeteria, student lounge, and campus) that teachers regarded as even more severe because of the negative impact on staff and student morale as well as the destruction of the desirable learning climate necessary in classrooms.

As one high school teacher has written: "The whole attitude toward dealing with student behavior has become legalistic and technical. Proper and accurate use of forms seems to be held in higher esteem than students' getting an education." A growing number of districts require teachers to complete forms for every "student referral to principal's office." This includes details such as student's name, grade, age, date, time of referral, race, sex, location of incident, period, classroom, reason for referral, description of incident, names of witnesses, previous action taken by teacher to improve behavior, and previous contact with parent. [See the statement by Ronald Hill following this article for another opinion on the subject of forms and discipline problems.]

Because of expanded social responsibilities laid on the schools and the increasing "rights" of disruptive students, the educational effectiveness of schools today is being sabotaged. The right of the trained teacher to exercise professional judgment in establishing an appropriate learning environment is being abridged. Apparently, the courts assume that teachers are no longer able to deal fairly and professionally with students. Instead, teachers are required to function as clerks and complete lengthy forms when seeking relief from disruptive students.

The juvenile court system appears to deal rather impotently with severe offenders today. As a result, many juveniles are convinced they have inalienable rights but few responsibilities. Teachers feel convinced that many law-violating juveniles are no longer being held responsible for their actions in schools. It is *time*

that the disruption of a classroom learning situation be considered a serious infringement on the rights of students who wish to be educated.

There must be a growing resentment from the silent majority of students and their parents who view pandering to the rights of disruptive individuals as diluting opportunities for learning. There also is a growing resentment by teachers and administrators who on the one hand are hearing more about being accountable to the public and on the other hand are being denied the authority to act on these problems in a decisive and effective manner.

When a school is converted into a custodial institution, teachers and staff must fight disruptive behavior with paper documents and confront students who refuse to do work, use obscene or abusive language, threaten peers with physical harm, initiate false fire alarms, carry concealed weapons, phone in bomb threats, and assault both fellow students and teachers. Many school districts have already been forced to budget many more dollars for legal assistance for their staffs.

The actual dollar costs, however, are little when compared to the learning losses suffered by the majority of individuals due to disruptions, frustrations, and ineffective learning climates.

A public service announcement on television suggests that "it's a terrible thing to waste a mind." Yet few seem concerned that those who disrupt schools are helping to waste the minds of millions of youth. No one questions the fact that an appropriate atmosphere is necessary for a surgeon in an operating room. No one questions the fact that "good conditions" must prevail if a dentist or a chef is going to be held accountable for good results. No one would disagree that good working conditions must exist in the cockpit of passenger planes for the physical well-being of all passengers.

Why do courts protect the rights of the disruptive student and simultaneously ignore the working conditions for both teachers and nondisruptive students? If a mind is a terrible thing to waste, can we continue to penalize the silent majority who suffer educationally, emotionally, and physically because rights of a small minority are emphasized?

While such a situation requires legislative review, we should remind ourselves that legislators have not always dealt with juvenile regulations in a realistic manner. They have liberalized the penalty for use or possession of marijuana but they expect the schools to teach the dangers of drug abuse. They have mandated certain competencies as minimum graduation requirements for all students while neglecting the fact that slow-learner resentment can add to greater classroom disruptions and dropouts by those not able to meet the minimum competencies.

As a nation, we have provided a *quantity of education* unlike that of any other nation in the world. We can be justly proud of this. Now we also must attend to the *quality of education*. A child's mind *is* a terrible thing to waste, and the deterioration of student learning environments results in an extravagant waste that no nation can long afford. □

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One Middle-School Approach

One of the biggest challenges facing administrators and teachers today is developing a program to correct student misbehavior. In order to meet this challenge successfully, they need to involve parents in the schools and to have a sincere concern for children and their interests and their welfare.

At Stevensville Middle School, we have instituted procedures for correcting or changing a child's misbehavior that meet these two standards. At a series of faculty-principal conferences two years ago, we developed forms for reporting behavior problems to the office and/or for informing parents about their child's performance in school.

One of the forms accompanies a child who is referred to the office for disciplinary reasons. It summarizes parent conferences, student conferences, and so on that the teacher has initiated to attempt to correct the situation. Another form is a daily report which is sent home with students who have repeatedly demonstrated poor conduct. Students take the form to each of their teachers who, in turn, indicate how they have performed on their tasks that day.

In addition, at any time during the term, classroom teachers may send parents a form that indicates what skills a child needs to improve in order to increase his or her achievement in class. Classroom teachers may also send an excellence report to inform parents that their child demonstrates outstanding achievement in certain skill areas.

I have no statistical data to verify the results of this program, except that discipline problems have been reduced significantly in our school since it was instituted. Teachers and parents are helping children to develop behavior that is acceptable in a school situation.

If schools are to have any success dealing with discipline problems, teachers, parents, and administrators must trust one another and cooperate in seeking solutions to the problems.

—Ronald W. Hill, *principal, Stevensville (Maryland) Middle School.*

Jesse Jackson Speaks Out

The Reverend Jesse Jackson gained national recognition while serving as director of Operation Breadbasket, the Chicago-based economic arm of the Southern Christian Leadership Conference, formerly headed by the late Martin Luther King, Jr. In 1971, spurred by the success of Operation Breadbasket, Reverend Jackson founded Operation PUSH—an organization whose major objective is to build strong economic foundations in Black communities.

With the theme "PUSH for Excellence," Reverend Jackson emphasizes the necessity for self-help, and he carries this message to schools and communities across the nation.

In the following candid interview with a staff representative of Today's Education *he gives his assessment of the causes of and possible cures for discipline problems.*

Today's Education: During the past year, you have visited schools and talked with parents, teachers, and students in all parts of the country. In your opinion, how serious a problem is discipline today?

Jackson: It is a major problem across the country. If I closed my eyes before entering a school in Atlanta, Los Angeles, Chicago, or Washington, I would not know which city I was in. The noise level and the language patterns are about the same in all the city schools I've been in. Many schools' disciplinary procedures have broken down, students are armed, teachers are armed, and the atmosphere is characterized by fear.

We are probably spending as much money on repairing schools because of violence and vandalism as we spend on textbooks. This represents a crisis of epidemic proportions. Because this is a national crisis and because our children are victims of it, we must address

the causes and possible cures immediately.

Today's Education: What factors would you say are responsible for children's disruptive behavior?

Jackson: The factors are many, and the blame lies with all of us who work with or influence children.

In the 60's, the racial upheaval had a lot to do with changing attitudes. It occurred at a time when the general level of respect for institutions and authority was going down. Then the Vietnam War began to split the psyche of this country, thus creating a confidence crisis in all institutional leadership. After Johnson and the Vietnam War came Nixon and Watergate. These forces brought about a rejection of and a reaction against all authority: parental, military, educational.

The lyrics of today's popular songs often express this rejection. They also indicate where a culture is and where it is going.

Today's Education: Do you feel that popular music has a great influence on today's children?

Jackson: Oh, yes. Although disc jockeys are not required to have the educational qualifications teachers must have, they, because of technology, communicate with more students than teachers do. So disc jockeys are the master teachers. They're the fad setters; they're the trend setters. The language and content of the songs they play on their programs help establish the folkways and mores of the day. Today's songs often imply that you should do your own thing, do whatever you want to.

Let's look at the titles of some recent popular songs: "Sex Machine" and "Get the Funk Out of My Face." The lyrics of some of these songs—"skin-tight britches" and "who's making love to your old lady while you're out making love?" and on and on and on. →

It's just a mishmash of decadence.

Today's Education: What about the influence of television programming?

Jackson: One day I found two of my children watching a serial in which one of the characters is a Black man. I watched with them. In one scene, he threw a white girl out of a car. In another scene, he and the girl were in bed, making love. Then, while putting on his fancy cuff links and wearing his ace-deuce cocked hat [pimp paraphernalia], he attempted to convince the girl that she should take drugs. Although she tried to resist, this *Black* guy, with his street sophistication and demonic mind, prevailed.

Now that's television programming. The politics and psychology of that are overwhelming.

Today's Education: Let's move from TV to motion pictures. What is your opinion of Black films?

Jackson: The Black exploitation films introduced a new set of subculture values. They show contempt for school.

After a child views enough of these decadent TV shows and motion pictures, he or she is hardly interested in what schools have to offer. Educators, then, are at a grave disadvantage.

Today's Education: What can be done about the media?

Jackson: Parents, teachers, preachers, students, and public officials must form a new set of relationships and confront these forces. Then we should begin housecleaning in the home and in the school.

Today's Education: What specific things can these groups do?

Jackson: Let's start with the home. The teacher and parent can form complementary relationships.

Teachers give homework. Parents should make their children stay home and do the work. Mothers *and* fathers should go to PTA meetings. Too often fathers leave the responsibility of rearing the children to the mothers.

Television sets should go off between 7 p.m. and 9 p.m. No matter what the economic status of the home, there must be an atmosphere conducive to educational development.

Now, the church. I think the role of our churches must expand. Many pastors who led sit-ins so that Blacks could have the right to go to the library should now start a campaign to get Black children *to* the library. On a given Sunday, a preacher could ask parents in the congregation to stand and ask those parents to take their children to the library maybe twice a week. Three and four hundred strong.

The point is that preachers must see education not as something that can be done with or without, but they must see it, in our ultimate language, as God's will.

Today's Education: Schools try to get parents out to meetings and conferences, but so many will not come. What would you suggest schools do?

Jackson: One thing they can do is require that parents pick up report cards. Children can organize their mammas and daddies to do that better than schools can. And believe it or not, far more students are interested in their grades than not.

Let me give you an example. Last year when parents were required to pick up report cards at a school in Chicago where 2,220 students are enrolled and where parents have the reputation of not caring, 2,184 parents showed up. The children organized their parents.

Now, when the parents got to school, teachers were not prepared to meet them. They had nothing to talk about. The principal was afraid to go on stage before 2,000 parents.

So really when schools say they *tried hard* to get parents to school, they mean that they sent out 8 x 10 slips of paper cut into three pieces and knew that most of those papers went in the trash can before the end of the day.

Today's Education: It sounds as if you have found that parents and educators do not always work cooperatively.

Jackson: There is an undeclared war between parents and teachers that has not yet surfaced. Now perhaps there are a lot of reasons why this hostility exists, but it does exist. In some instances, parents come into the schools or stay away with chips on their shoulders; it is also true that some teachers use their education to whip parents into line and to intimidate them. They exploit the parents' lack of education and make them feel unwelcome at school.

In order for schools to succeed, teachers and parents must develop affectionate relationships, and inasmuch as the strong must bear the infirmities of the weak, the onus is on teachers to make parents feel secure.

One thing educators surely must know is that they cannot educate children without the cooperation of great numbers of parents.

Today's Education: Some teachers have said that a small minority of students who are discipline problems manage to disrupt an entire program. What are your feelings about suspension or expulsion of these students?

Jackson: In some instances, it is absolutely necessary to remove some students from school temporarily. Suspension should be used as a technique, not as an end in itself.

Today's Education: What are your feelings about corporal punishment?

Jackson: I am in favor of it. To me, it simply means that when students get completely out of hand, they must be confronted at the level they understand. This does not mean that we should protect teachers who are

The necessity of self-help is the message Jesse Jackson carries to schools and communities across the nation.

brutes. Hopefully, they will be put out of school, too.

I remember the first day I went to school. My mother took me; she didn't send me. She introduced me to my teacher, Mrs. Georgiana Robinson, and said, "I'm doing the very best I can with this boy, but he gets out of hand sometimes. I want you to teach him, and if you have to, use that ruler."

You see, my mother trusted Mrs. Robinson. She gave Mrs. Robinson the authority to be an extension of her. Mamma said, "I will make it to PTA as often as I can, but I work at night. But if I miss you at PTA, I'll see you at church on Sunday." Mrs. Robinson also taught Sunday School.

Even though Mrs. Robinson was a teacher and my mother had only finished high school, they were a part of the same community, not the same neighborhood, but the same community. There is no substitute for the spiritual umbilical cord that ties parents and teachers together.

Today's Education: In preparing this special feature on discipline, we interviewed a boy named Cedric Robinson who has had many problems in school. His mother works with him and cooperates with the school. What else can be done to help him become a good school citizen?

Jackson: Whether he is listening to the radio or watching television, whether he is at home or at school, all messages Cedric receives have to discourage his antisocial behavior. He needs a teacher who cares enough to influence him while he is still in his formative stages.

Today's Education: Do you feel that the community can help him?

Jackson: Oh, yes. The community can be of great help. When the nuclear family is weak, the extended family needs to take over to compensate for the nuclear family. We should not negate the home but affirm it.

All Cedric's teachers need to know where the Robinsons live. The entire family should be made to feel a part of the school, and they should become a target family without their ever knowing it.

Today's Education: By extended family, you are referring to the school and community?

Jackson: That's right. The nuclear family being the mother, father, and children, the extended family goes beyond that.

One of the families in our congregation has nine children. Several of us have made them a target family. I guess the children don't know why so many people ask them, "Let me see your report card" or "How are you doing in school?"

We also constantly try to do things for them.

We could sit back and say, "That's the family where all the girls are going to get pregnant. You know their father left home." We can go through all of that, but instead we take a different approach.

Today's Education: Have you experienced difficulties with your children in school?

Jackson: Of course. My daughter Sandy was playing around in one of her classes. Her teacher punished her by giving her additional homework for the weekend. She cried Friday night because she had 18 pages of math problems to do. She said she just couldn't do it. This was such punishment.

I said, "OK, I'm not going for the crying. I can't talk with your teacher until Monday, but tonight you do as much of the work as you can. When you have done what you can do, take that back to your teacher to show her that you have at least put forth effort."

She was upset then, but Saturday morning she said, "Daddy, it was a long night, but I finished 10 pages."

I said, "Oh, the teacher told you to do 18. Actually, you could do 30. You know Friday night, Saturday night, Sunday night. If you worked Saturday during the day, you probably could do 40, right?

"First of all, don't tell me what you can't do. Second, if you think the teacher is taking unfair advantage of you, I'll have a talk with her."

Sandy had a sudden change of heart. She did not want me to go to the school. I went anyway and learned that Sandy and another little girl were constantly playing around. But the teacher felt that Sandy had a lot of potential and that if she, my wife, and I worked together for Sandy's benefit, Sandy would realize her potential.

Although Sandy has just entered junior high school, my daughter takes algebra with senior high school students. My point is that I could have provided my daughter with a featherbed and pointed my finger in the teacher's face. But you see, I can't teach algebra. I can, however, cooperate with the teacher, and I can supply love, motivation, discipline, and a learning en-

One thing educators surely must know is that they cannot educate children without the cooperation of great numbers of parents.

vironment in the home.

If teachers get that much help from parents, most of them can go on from there.

Today's Education: What reaction do you get from students when you visit schools?

Jackson: Fantastic. Students know that they cannot succeed if they come out of school not knowing how to read and write. Most of them need to be challenged.

I was speaking in Hartford, Connecticut, several weeks ago, and a lot of kids came into the auditorium wearing hats. I started out with "We're going to act civilized today. Let's take those hats off." They giggled, and most of them removed their hats. I laughed with them and said, "You knew that your hair wasn't combed before you came in here. It seems to me that some of you didn't get the message. I want those hats off now!" They giggled. I giggled, but they knew I was serious.

One boy sitting in the balcony did not respond. After I singled him out with my demand and everyone stared at him, he removed his hat.

When I came out of the school that day, that boy was waiting for me. He asked me how he could get to be a reverend like me, going from place to place talking to people. He and I had a long talk about his future and the need for education.

As we talked, I realized that although he looked like a thug and had all the makings of a street-wise dude, he honestly wants to be somebody.

Today's Education: This incident points up student rights and responsibilities. Would you comment on that?

Jackson: We cannot duck behind student rights and miss educators' responsibilities. The outlandish costumes some students wear, for example, are counter to their best interests. If a student appears in an outlandish costume at a job interview, he or she may have difficulties getting a job. We know that it doesn't matter in some cosmic sense whether a boy is wearing a hat. But we also know that if an employer reacts to what is *on* that boy's head, he will never hear what is *in* his head. We must teach that.

I still like the responsibility that the coach assumes. Everybody has different styles, different personalities, but if you play on his or her team, you all wear the same uniform and have the same goal. I think the principal in many ways has to be the coach of his or her school. Somebody has to be in charge. Somebody has to be the supreme interpreter.

Today's Education: How is Operation PUSH working in the schools?

Jackson: We're using what we call the total involvement concept. We no longer want to set the school aside on an island, watch it fail, and then take pot shots at it. Right now, we are overburdening our schools. Externally and internally some things have to happen. There has to be housecleaning at every level.

So if PUSH workers and a group of parents, teachers, and students went to a radio station and challenged its programming of music, its lack of variety, they could not be ignored. Media licenses can be challenged too easily, and often justifiably.

Radio stations can work with schools. They can discuss back-to-school programs, play the kind of music that enhances educational progress, discuss a book of the week between playing records, give scholarships. Students can participate in junior disc-jockey programs.

So many creative things can be done at radio stations that are not vulgar. Stations do not have to continue to allude to the partying weekend, the drinking weekend, and to the worst and most base conduct.

Then PUSH would like the superintendent in every school district to give a state of the school address at the beginning of the school year, i.e., this is where we are, this is where we are going.

Teachers need to understand that they do not work for boards or for unions. Their employers are parents. Parents should not be intimidated nor should they be abusive.

This change in schools should involve all levels: the politician, who takes taxes and distributes them; the board, who makes policy decisions; the superintendent, who implements these decisions; principals, teachers, students, and, most of all, the foundation, parents.

If parents are not at the bottom, then there is a hole in the bucket. If schools have the cooperation of parents, parents and their children will be the prime beneficiaries.

—Marian S. Clayton, *editorial associate,* Today's Education.

Shyness-the People Phobia

By **PHILIP ZIMBARDO**
Professor of Psychology and Fellow, Boys Town Center for the Study of Youth Development, Stanford University.

Although I have been a college teacher for 20 years, it is only recently that I became aware of a formidable, if silent, enemy in the classroom. When students failed to answer a question, I assumed they were unprepared, disinterested, or unintelligent. In seminars, when bright students avoided joining in on a lively discussion, I mentally categorized them as "indifferent," "aloof," or "unmotivated." Even when I made an arbitrary rule that students must take part in class discussion in order to get an A, many students who performed well on written tests still refused to talk up!

Then one day in a lecture, I chanced to mention the shy person: The individual has the motivation and the know-how to do something but is inhibited from acting because of inner commands not to. "You'll look ridiculous; you'll be laughed at and rejected. Do not raise your hand or ask for a dance or assert yourself or make yourself obvious," says the internal guardian.

After class, two students came to me to talk about their "problem"—one that prevented them from answering questions when they knew the answers or from asking for advice or counseling when they needed help or from becoming a part of a group activity even when they very much wanted to. They were painfully shy, shy enough to arrange much of their lives around avoiding situations where they might be singled out and forced to take individual action. We wondered together how prevalent such shyness was and what were its causes, correlates, and consequences.

As a result of our discussion, about a dozen undergraduates and I formed a shyness seminar. To our surprise, we could find no systematic studies aimed at developing a global perspective on what it means, subjectively and behaviorally, to be shy. So we decided to find out for ourselves. We prepared a survey questionnaire whose first query was, Are you shy? It went on to inquire about the thoughts, feelings, physical symptoms, and overt behaviors associated with shyness, as well as the situations and people that elicited shyness in the respondent. Over the next four years, the questionnaire was refined and was administered to more than 4,000 persons.

My colleagues (notably Paul Pilkonis) and I have supplemented the information gained from this questionnaire with in-depth interviews of selected respondents, observations of shy and nonshy people in natural and experimentally contrived situations, and discussions with teachers and parents.

Although most of our data come from American college students (Stanford University, University of California at Berkeley, New York University, and University of Hawaii), we have also extended our focus to include both noncollege populations and people from other cultures. Systematic survey data have been collected from Navy recruits; sales personnel; obesity clinic patients; and students from ele-

mentary, junior high, and senior high schools. Our cross-cultural sample includes respondents from Japan, Taiwan, Hawaii, Israel, Mexico, and India.

Our most basic finding is the prevalence of shyness. In general, across all the populations we have studied, our best estimate is that 40 percent of people consider themselves to be presently shy. More than 80 percent label themselves as having been "dispositionally shy" at some time in their lives. They are willing to label themselves "shy persons either in the past, present, or always."

Most of those who do not describe themselves as shy nevertheless report a variety of situations in which they have felt shy. A very small percentage of the entire sample say they have never felt shy at all. Thus we are dealing with a widespread, universal phenomenon that in its negative aspects is more like a social epidemic than a private psychological problem.

There is some evidence that this characteristic is stable over time: A quarter of the subjects reported having been shy for most of their lives. There is also, however, evidence for shifts into and out of the shyness category. Forty percent of the sample said they used to be shy when they were younger but are so no longer. On the other hand, about 20 percent of the college student sample who had not been shy previously felt that they had become so.

Thus learning and social experience play an important role in programming people to be shy. A pragmatic consequence is the notion that shyness can be modified and is not a chronic, invariant aspect of character.

Shyness tends to be a situation-specific reaction: Different types of situations and people elicit shyness in different persons. When forced to consider their decision to call themselves shy persons, most respondents reported being shy only occasionally but thought of those occasions as being sufficiently important to justify the *shy* label. About a third of the presently shy people feel shy in more than half the situations they face. There are, too, the totally shy people, the 4 percent who report feeling shy all the time, in all situations, with virtually everybody. They are truly the suffering silent minority.

Contrary to popular stereotype, women are no more shy than men.

There is a dramatic contrast between the public behavior and private experience of shy people. On the surface, they seem to be nonresponsive. Underneath, their private world is seething with intense thoughts and feelings. The checklists of overt behavior portray the shy person as someone who is silent or speaks in a low voice, tries to stay away from other people, avoids taking action, and won't look other people in the eye. Meanwhile, the inner world of the shy is filled with self-consciousness, worry about other people's impressions and how to control them, ideas of their own worthlessness, thoughts about the unpleasantness of the situation and about shyness in general, and forms of cognitive distraction aimed at averting all of the above. The most important physiological reactions reported are increased pulse rate, blushing, perspiration, butterflies in the stomach, and a pounding heart.

It is little wonder, then, that we find shy American college students are more socially anxious, publicly self-conscious, and poor at monitoring their social behavior than nonshy students are. Similarly, shy schoolchildren are less sociable, less self-confident, more passive, and more intolerant than their nonshy classmates. In other studies we have discovered shy subjects to be more conforming and less sympathetic to someone with a problem than others are. They are likely to think of themselves as less attractive, less intelligent, and less sensual than their age-mates.

Shy college students are about as likely as others to have dated or gone steady, but their more intimate behavior is very different. Fewer shy people than others report having petted, been in love, masturbated, or had intercourse or oral sex. We are currently investigating whether these decrements are later transformed into sexual problems of impotence and frigidity.

It's possible, also, that shy people (especially males) are more likely than others to seek "impersonal sex" —the physical arousal without psychological involvement that attends visits to prostitutes and pornographic films. Interviews with 20 prostitutes supported this line of reasoning. They reported the majority of their customers to be shy and shyness to be a major source of the male's sexual problems.

Another subject worthy of investigation would be the connection between shyness and the use of alcohol that starts with a good stiff drink or two to lower social inhibition.

One area we have begun to study is the possible relationship between shyness and sudden violence. Shy people in general, because they are overcontrolled, are found to be less aggressive than others. But they may become more physically assaultive over an apparently trivial issue when they are directly confronted, cannot leave the field, and have not developed the social skills of negotiation. Such a pattern may be responsible for some of the violence in "no-exit" prison settings and in some inner-city schools.

What triggers off feelings of social anxiety in shy people? Having to perform in novel situations where other people may be evaluating them is a prime source of the anxiety shy people experience. However, eliciting situations and people are the *same* ones that make nonshy people also feel anxious. There are two differences then between the reactions of shy and nonshy people.

First, more people and situations have this effect on shy people. Sec-

ond, shy and unshy people draw different inferences from the same set of evidence. Both may have the same feelings in a situation like, for example, giving a speech. The person who is not shy locates the source of the problem in the external situation; the shy person, however, believes the problem emanates from within.

People who say they're not shy judge their anxiety in some social situations to be an appropriate, common reaction to an objectively unpleasant situation. It is having to give a speech that is at fault, not their being uptight about it. In contrast, people who call themselves shy are more prone to think of their temporary anxious condition as a chronic trait they carry from situation to situation. To them, the fault is in them, not in the situation.

It is apparent that shyness seriously limits the social life and personal happiness of many people in our society. It is less apparent that shyness hampers academic performance. Research in our laboratory reveals that the social anxiety of shyness changes the quality and direction of people's attention. When my colleague Nina Hatvany and I manipulated a situation to make a group of students uncomfortable, the shy ones remembered significantly fewer details of a speech than did their nonshy colleagues. Their recall was poorer on this task because it required them to listen continuously. They could, however, recall fixed elements of the situation —such as environmental details or features of the lecturer—as well as anyone else.

My own observations in elementary classrooms indicate that when shy students are having difficulty with a lesson they typically do not ask the teacher for help, but their less shy classmates readily do. For the shy student of average intelligence (the bright ones less often need help), the result is both poorer performance on the assignment and increased feelings of helplessness.

Incidentally, this inability of the shy to seek help extends to our sample of naval personnel. They report being less likely than nonshy sailors to be willing to go to their supervisor for aid with a personal problem, such as alcoholism.

We have also discovered through interviews that I'm far from being the only teacher who's been insensitive to the shyness of students. More surprising is our finding in a junior high school that teachers and parents, especially fathers, also fail to appreciate the degree of shyness in their own pupils or children and its effects on them.

Shy people can learn to cope better with the difficulties that come with shyness. Meg Marnell, a colleague at Stanford University, and I believe shyness can be modified through skills training, self-confidence building, conscious control of autonomic arousal, reattribution of anxiety from inner to outer targets, role-playing experiences, and learning appropriate self- and social-feedback monitoring. In addition, in our shyness clinic, where we are trying out these different approaches, we have also found that merely giving information about the statistical normalcy of shyness has therapeutic value.

But one doesn't fight an epidemic by waiting for the disease to occur and then treating it case by case. To a large extent, shyness is a "social disease." It is a product of social and cultural values that place undue emphasis on the individual ego and on success through competition and that make love and acceptance contingent upon meeting high performance standards. It is fostered further by parental attitudes that promote critical self-evaluation and societal values that instill fears of intimacy.

Shyness is especially common in those Asian cultures (Japan, Taiwan, Hawaii) where shame is a mechanism of social control, competition is intense, and young people are valued on the basis of their recent achievements. Shyness is especially uncommon among U.S. Jews and Israelis. Their self-confidence seems to come from a combination of a sense of being special, of being chosen, and a greater awareness of their place in the family group.

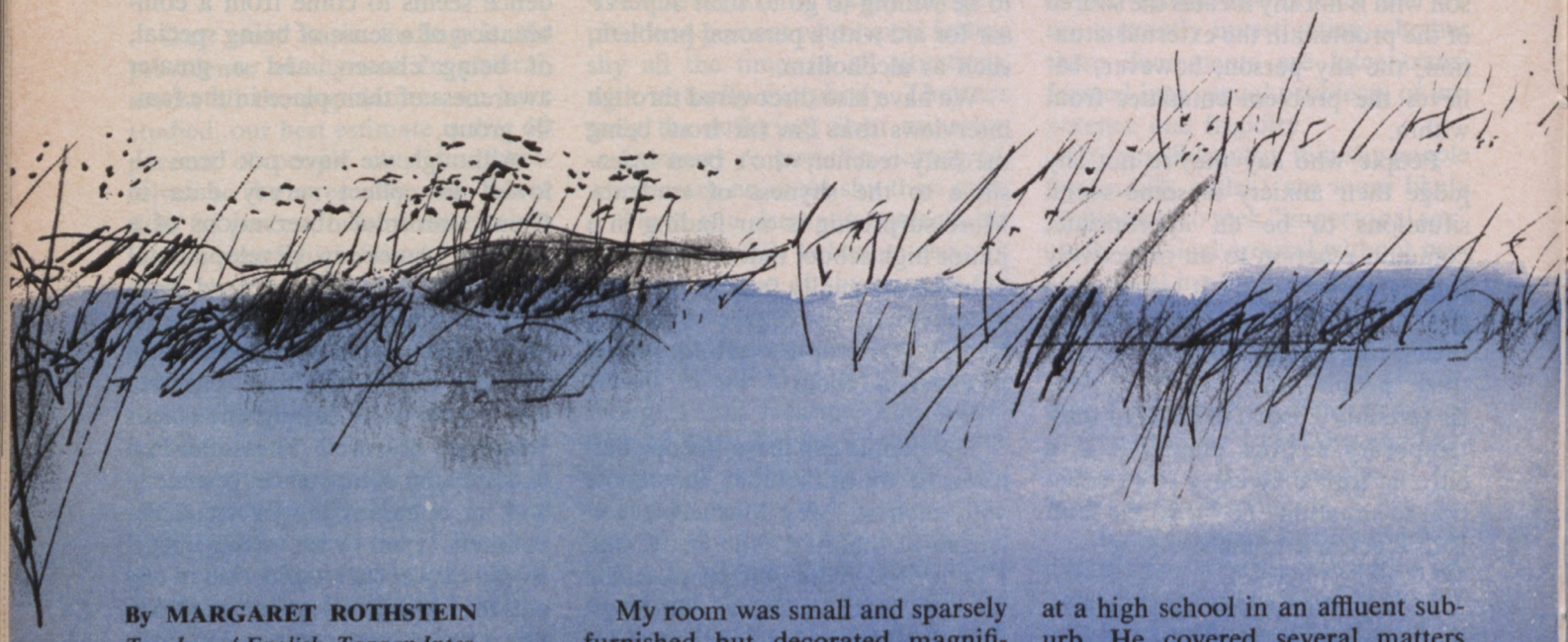
Although we have not been allowed to collect survey data in China, informal observations of a team of American developmental psychologists are in accord with those of a member of our research team who visited China recently. Shyness among Chinese children was rarely seen among thousands who were observed. These children exude social competence, openness, and an apparent joy in social encounters even with strangers. I would expect such a reaction in any culture where cooperation takes precedence over competition, failure and its attendant shame and rejection are inconsequential, group and communal goals supersede personal ones, and children are loved for themselves and not for their accomplishments.

Shyness is, then, a socially learned "people phobia." It diminishes the quality of human life by making people fear what is unstructured, spontaneous, novel, or intimate—in short, to fear freedom and loving relationships. Without knowing it, we as teachers and parents foster shyness in a variety of ways.

We have to reevaluate the costs to the society and its citizens of this social conditioning. Then we must go further and mount a public health campaign to minimize, maybe even to prevent, the aversive consequences of shyness. We might then discover that for many of us, happiness is never having to say we're shy. □

Dr. Zimbardo has written a book, tentatively titled *Shyness: What It Is, How You Can Overcome It,* forthcoming from Addison–Wesley.

The Why of Teaching



By **MARGARET ROTHSTEIN**
Teacher of English, Tappan Intermediate School, Ann Arbor, Michigan.

The sign on the gatepost announced:

Interlochen Arts Academy
National Music Camp
of the
University of Michigan

At first the setting was not recognizable, yet I had spent four summers here while I was studying dance at the University. This time I registered at the Language Arts Centrum, a circular pit in a new building erected to accommodate the school at Interlochen, which is now year-round.

Name tag pinned to my shoulder, I walked toward the hotel. Familiar landmarks appeared. Here was the bronze piper, piping still within his circle of flowers; over there, the outdoor theater, roofed now, where we had danced barefoot on the concrete stage.

"Ah, you're here for the Writing Teachers' Conference," the desk clerk surmised, viewing my tag. "Do you have a reservation? We're filled up for this workshop."

My room was small and sparsely furnished but decorated magnificently by a view of the lake beyond black-framed windows.

Unpacking, I glanced at the agenda I had been handed in the Centrum. Time for lunch (line forms in hotel lobby), then a choice of three workshops in classrooms that open off the Language Arts Centrum.

I hung up my raincoat, looked back at the list I had smoothed open on the bed, and selected Teaching Fiction Writing (1:30 p.m. in LA-7). I unpacked my hairbrush and located a mirror in the tiny bathroom.

Smoothing hair that now included strands of gray, I considered what had changed and what was still the same at Interlochen.

The stall shower was scrupulously clean, I noted, but in its corner the familiar Interlochen spider awaited a watery grave—or another re-emergence to rebuild after the inevitable flood.

The lecturer at the workshop on Teaching Fiction Writing had for many years taught creative writing at a high school in an affluent suburb. He covered several matters efficiently: methods of organizing a fiction writing class, selection of students, ways to initiate the writing of fiction, approaches to criticism, rewriting, and grading.

At one point he told us, "Let's face it. You're going to get a girl in there who never should have elected creative writing. She belongs in home ec." After a gasp and "What?" from several workshop participants, he conceded, "OK, you'll get a boy who should have picked industrial arts."

We examined a dittoed copy of a story by one of his students. Our mentor enumerated the instructions which had precipitated the story's beginning, the stages of its development, and the suggestions for improvement that had led to the finished product.

He then put his copy down and took off his glasses. Pinching the bridge of his nose, he stared toward the blank wall.

"I don't know why we teach creative writing," he confided. "None of my students has ever become a writer. I met my best student again

a few years after she finished high school. She had written the best short story I'd ever received from a student. Today she is a nurse."

I glanced at the woman seated next to me. She wrinkled her nose; I raised my eyebrows. "That's saying," I whispered to her, "that the value in teaching writing lies in developing professional writers."

When that workshop ended, I chose another from the list, Developing Personal Imagery in Poetry. Afterward, the schedule said, we had "time at leisure" until dinner and the evening poetry reading.

It was only 4 o'clock, but beneath the pines I walked in twilight toward the dance building. My feet knew the way as surely as if I had just awakened in one of the damp cabins and was bound for the morning warm-ups and technique classes. I even imagined the stretch and hold of leotard and tights beneath my clothes.

The path curved and narrowed between the tiny practice buildings. The grunt of drums, the titter of a piccolo, the belch of a tuba—familiar sounds were coming from a new generation of players.

There it was now, ahead of me: the dance building, a rustic log studio overhanging the lake. Plump, iridescent, tremulous, a spider dangled above the door in his finely wrought webbing. I entered the main floor, passing a sign—Rehearsal in Progress. On the little practice stage sat a few spectators, and in the vast studio, a dancer twisted, prepared, flew. "No!" shouted the choreographer, rising from her chair to stop the phonograph. "It's like this." She demonstrated as she spoke. "You twist from the waist and shoulders, but you leave the head behind, then run and *up. Higher.*"

The dancer nodded, adjusted her homely knee protectors, and prepared to begin again. Twisting beautifully from the waist and shoulders, her head unaffected by the change in direction, she rushed into a leap—*high*. My body, though years from a dancing class, stirred nonetheless; the feeling of the leap thrilled through me.

Tiptoeing away, I descended to the lower floor. There, above the doorway of the dressing room I had so often used, the sign now proclaimed Men. The door was open, the room deserted. Beyond the rough wooden dressing table hung that remembered mirror, reflecting back through time that young woman I had been, posing for her own approval: hair pulled back sleekly, body taut, trim, each rib shading the white leotard as she scrutinized herself now in *attitude*, now in *arabesque*. But that was 17 years, three children, and 30 pounds ago.

I sighed, turning away from the mirrored memory, and walked down the hall to the little studio where I had danced so many years ago. There, at morning warm-ups, the instructor, a famous dancer from New York, had chosen a target for his sarcasm each day. After a friend suffered through one of these sessions, she spoke of giving up dancing. Instead, she kept on and later pioneered a dance department at a Western university.

I left the building and walked along the waterfront. Choosing a flattened pebble, I skipped it across the surface of the lake. Then I brushed off a bench and sat to watch the water. The view, the sound, the gentle motion were all

familiar; yet it was all different. Thoughts skipped as the pebble had along the lake's surface.

I had loved, married, danced, written, taught, borne children, stopped dancing, taught writing, grown, aged, changed, and stayed the same. Somewhere beneath the comfortable softness were those ribs that had once been proudly gaunt. By the mystery of kinesthetic memory, these legs still knew the secret of soaring earth-free, although they no longer could and no longer tried.

Why had I studied dance? What agony of muscle, bone, and sinew it had involved. I smiled, thinking of that nurse who is not a writer now, thinking I would like to be cared for by a nurse who at least once had struggled to make meaning out of life, to express through a mergence of sensitivity and precision what *is*.

Later, during the summer, I was to think again of the nurse who is not a writer. I was meeting once a week with a group of outstanding students who have a special interest in creative writing. Scott expressed his dilemma: He loves to write, but he is also very interested in medicine, perhaps medical research. "Have you found that your volunteer work at the hospital this summer leads you to any good story ideas?" I asked.

It had. We discussed them. "You can be a writer while you work at any profession," I told the group. "In fact, it will probably be necessary to work at something else, at least initially, if you want to write. And all around you will be material. What you need is to be observant and to be sensitive, so that you have something significant to say. Then concentrate on saying it well. You'll find that your work will provide story ideas, and your writing will make you better at your work."

On the second day at Interlochen, I attended a workshop at which a free-lance writer (former high school English teacher) discussed the marketing of articles. After the session, I approached her with my questions. "Get out of teaching and use your talents," she told me. "Don't waste your life in the public schools. Ten years is all anyone should give it." I was then in my twelfth year of teaching.

(Several months later I had an opportunity to try her advice. I traveled to Chicago to prepare an article about a new amusement park, Great America. I even attempted an interview with Porky Pig, whose guard confided, "If I didn't stay with him, the little brats would tear him apart."

I contrasted the satisfactions of this experience with the letter that awaited my return: "I want to thank you for being Heather's English teacher. This year she suddenly did an about-face. She began to enjoy the material she was reading and began to express herself adequately on paper. She *really* liked English and seemed to comprehend the whole idea. You certainly set a fire under her, and we are so grateful. Thank you so much. I feel as if Heather has received a priceless gift."

I mailed my article and photographs of Great America to *Motor-News*, reflecting that if they offered me free travel as a staff writer, I would find it hard to give up my career as a fire lighter. They did not make the offer; I was spared the choice.)

The second afternoon at the Writing Teachers' Conference, a representative from the Michigan Council for the Arts informed us about the grants and programs his organization offers.

In the corner of the lecture room, the ubiquitous Interlochen spider plied his spiderly trade. The familiar pattern, both linear and circular, was emerging. From this place away and back and away, some thread also measures the span of time and space.

I thought of Denise, whose dance company had received a grant from the Council. I had been both her English teacher and her dancing teacher when I was 23 and she was 13. Here I was, back where I had studied dance. I am not a dancer today—but she is, because of me.

In the classroom Denise had been noteworthy for unbridled energy, not for scholarship; in the gymnasium she was a wonder—a natural dancer. With no training, she could match extensions and leaps that I had developed through years of struggle with my body. What I knew beyond technique—form, order, control, dynamics—I passed on to her.

I had received an announcement from Denise one dreary February day. She had begun her own dance company. Her letter was sprawled across the back of a flier advertising the first performance. Through the years I had received an invitation to her wedding, a visit after her divorce, tickets to her performances, sporadic Christmas cards, and several scrawled messages. This one ended "You are never forgotten. Love, Denise."

When the workshop closed, I drove past the sign at the gatepost and started home through the rain, reviewing again that February day when Denise's letter had revived me.

I do not dance today, but because I once danced, at least one person dances now. And whatever I do today, somewhere within is that self who knew the power and the glory of one second's earth-free burst through space.

In that is the *why* of teaching creative writing or teaching dancing. In that and in an occasional intimation that "You are never forgotten" is the *why* of teaching at all. □

The author is currently writing a book-length account of teaching experiences entitled *And Other Foolish Questions I Have Answered.*

Internal Security

The early sixties aren't usually thought of as the McCarthy era, but in those days school job applications often asked would-be teachers if they were Communists or had planned to overthrow the government within the last five years.

Such vigilance against subversion continued even after hiring, as I learned from certain dealings with the library in my new high school. One day the librarian remarked that my predecessor had asked the library to subscribe to the *New Republic* and the *National Review*. Would I like to continue the practice? I said that I would and forgot about it.

Some weeks later, the telephone in my classroom rang. It was the librarian, telling me that the superintendent (not the principal, but the top man) was about to interview me on the subject of *my* magazine choices. She also said that he had asked her if she knew where I went to college and if it was a "pink" school. We debated the various hues of red, and then she rang off, saying she just thought she "had better warn me." I thanked her for thinking of me.

I had barely hung up when the assistant superintendent arrived to take my class so his chief and I could have a chat. (This was a small school system in which the superintendent had his office in the high school.)

The superintendent's approach was indirect, to say the least. He read off a list of magazines and asked me what I thought of them. I was glad the librarian had tipped me off about the purpose of the interview, because otherwise I would have forgotten which magazines to respond to. When he got to the *New Republic,* I took the cue and described my earlier conversation with the librarian.

He allowed as how he liked to read himself but didn't know whether he could go along with everything in the *New Republic*. (Actually, there was some doubt about his literacy. A colleague in the social studies department had forsworn applying for summer institutes. He claimed that the superintendent's ungrammatical letter of recommendation would be the kiss of death.)

At any rate, I gave obeisance to the equal-time doctrine by saying I thought the *National Review* and the *New Republic* were a nicely balanced ideological pair. He didn't think so. That is, he didn't appear to think anything could balance the *New Republic*.

The interview stopped at that point, and the *New Republic* never did turn up in the library. But the breach of academic freedom wasn't especially serious: Photocopy machines arrived that year, and my students now and then had their very own copies of *New Republic* articles. And, of course, nobody cared.

Picture editing was another library function. I think all the great family magazines were still publishing, and even *Life* and *Look* showed pictures of bosoms sometimes. Of course, the *National Geographic* was a favorite of youthful connoisseurs. So, the librarian told us at a faculty meeting, she had been directed by the highest levels to clip any offending pictures before putting the magazines on the rack. I remember raising the question as to precisely who—someone on the highest levels, I suspected—got the clippings.

Keeping everybody's morals as well as their politics pure was a library mission not limited in application to the medium of photography. That was the year Aleksandr Solzhenitsyn's *One Day in the Life of Ivan Denisovich* came out in English. I put it on my list of recommended books for the library to buy. Later, the librarian explained that it would not be a suitable book because the characters in it used four-letter words. I suggested that people condemned to Siberian labor camps were likely to express displeasure at their predicament. Apparently, that wasn't the point. No kid in our school, I realized, was going to be contaminated by anybody's foul language even when those anybodies, Ivan Denisovich and his unfortunate comrades, were some of the quiet victims of the twentieth century.

Postscript. Last spring a local newspaper reported that pressures in a nearby community had once again forced *Ivan Denisovich* out of the public schools. I admit I got nostalgic, but I do think that nostalgia boomers would do better to stick to rock 'n' roll and Shetland sweaters and leave the uptightness of the infamous McCarthy era where it was.

—Nancy R. Needham, *editorial associate*, Today's Education.

How To Succeed in Team Teaching by Really Trying

By ROBERT R. NOLAN
Open-Space/Media Center Advisor, Hoover/Stanford Teacher Corps Project and
SUSAN STAVERT ROPER
In-Service Coordinator, Hoover/Stanford Teacher Corps Project, Stanford Center for Research and Development in Teaching, Stanford University.

As Fred Hechinger pointed out in the September-October issue of Today's Education, *team teaching, which originated in the 1950's, "never got off the ground on a massive scale." Some classroom teachers, however, still heartily endorse the concept and are making it work.*

From their observations of teaching teams and from discussions with many classroom teachers, the authors report their findings, conclusions, and suggestions. Your reactions are invited.

"Working on a team is a great experience. Being able to share and try out new ideas with other adults has made me love teaching even more." These are the words of a teacher who is obviously delighted with her new role as a member of a teaching team.

Other teachers in teams agree with her. They emphasize the pleasure and professional growth gained by regularly sharing their ideas and experiences with their colleagues. They claim that their talents are more successfully employed in the classroom because they are able to do the things they do best as they share the workload with other teachers. These teachers are convinced that students benefit from interaction with more than one teacher, a greater variety of instructional techniques, and more thorough evaluation. They say they would never return to the isolation of teaching alone in their "own" classroom.

Unfortunately, this is not the complete picture of teachers' attitudes toward team teaching. In talking with teachers, we heard many mention personality clashes rather than colleague support. These teachers were more likely to describe giving long lectures to groups of over a hundred students than eagerly implementing a variety of instructional approaches. They complained of wasting time in long unproductive team meetings. Many believed they did much more work than some of their "teammates." They were convinced that teachers as well as students suffer under this "exciting innovation" of the past."

Given these attitudes, it is not surprising that many teachers who tried teaming are no longer in teams. Yet some have succeeded in team teaching by maintaining relatively stable, satisfying, and instructionally varied teams.

Why do some teams "work" while others "fail"? We have been grappling with this question in our efforts to encourage one faculty to try team teaching. These efforts were part of our work in helping the faculty at Herbert Hoover Junior High School in San Jose, California, prepare for their new open-space building. As university staff members of the Hoover/Stanford Teacher Corps Project, we reviewed the literature on team teaching, met with various "experts" in the field, interviewed teachers on successful and not-so-successful teams, and visited schools to see team teaching in action.

Drawing on these sources of information, we arrived at a tentative answer to our question. The main reason some teams succeed while others fail can be summarized in two words: *effort* and *preparation*. All the teachers we spoke to mentioned that team teaching requires more work than traditional teaching and warned that teachers who are not willing to expend more time and effort than they are accustomed to should not attempt to team teach. These teachers also said that adequate preparation for teaming is rare and sorely needed. Many reported receiving no assistance whatsoever and said they were merely told to implement team teaching on their own.

The purpose of this article is to provide guidelines in three areas for organizing and working in teams: getting started, making the most of team meetings, and minimizing common team problems. It is addressed to teachers who have already made the commitment to give team teaching an honest chance by putting forth the effort it requires.

Getting Started. Before a teaching team is organized, a number of key decisions must be made. First, on what basis should team members be selected? Problems increase when people are forced to adopt an innovation, so it is best if teams are formed from volunteers. Most

teachers prefer to choose their own teammates, but veterans of successful teams have told us that friendship is not necessarily the best criterion for choosing teammates. A better criterion is teachers' skills and interests.

Teachers should assess their own interests and competencies and share their self-assessments with one another. These assessments can be used to match teachers with complementary competencies so as to create balanced instructional teams. When possible, teachers on the same team should have similar educational philosophies, though this is not absolutely necessary if the team adopts and follows rules for managing their program. If a vacancy occurs in an already existing team, it is wise for administrators to allow team members to take part in selecting a new member.

Second, what should the size of the team be? While teams as large as five or six are reported in the literature, the most common sizes in practice are teams of two or three teachers. Larger teams have greater difficulty coordinating their work and communicating among members; scheduling and space limitations may also restrict team size. The larger the team, however, the greater the variety of talents and knowledge available to students.

Third, what areas should teams coordinate? Teachers should agree at the outset on exactly what types of coordination they will work to achieve. According to Elizabeth Cohen, the most common types of coordination are coordination of student discipline, joint planning of instruction, and team evaluation of students. Once team members are collaborating successfully in these areas, they can begin to plan for the rarest, but what some teachers consider the most exciting, type of coordination—joint teaching. In joint teaching, team members not only plan lessons together but actually conduct activities with one another for a common group of students. Teams that teach jointly also coordinate planning of instruction, evaluation, and discipline.

When teachers are ready to teach together as a team, they should initially plan to teach jointly for only one or two weeks. This short effort should convince the team that it can succeed at this complex but rewarding task.

Fourth, how much time is needed for team planning, and when should that time be scheduled? The amount of time needed for planning will depend on the number of team members and the types of coordination they agree to implement. Most schools with viable teaching teams have common preparation periods for team members. In addition, team teachers can be relieved of other duties, such as homerooms, for team meetings. Early-morning meetings are particularly effective for reviewing the plans for the day. After-school meetings are most appropriate for feedback on the strengths and weaknesses of the day's activities and for bringing up grievances. Some districts budget funds so that teams can meet for one or two weeks during the summer for long-range planning.

Fifth, what kind of team leadership arrangements should be made? A variety of leadership arrangements are found in practice. A permanent leader may be appointed or elected, as is commonly done among larger teams. At the intermediate and high school levels, the department chairperson often assumes this position. Other research suggests, however, that teams with formal leaders have lower morale and are less satisfied than teams without permanent, formal leaders.

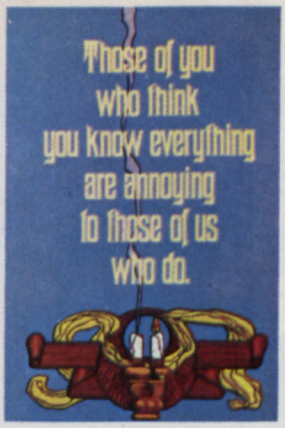
A team can get the benefits of leadership without permanency and formality by changing the team leader each week, month, or grading period. Such an arrangement encourages the less outgoing team members to take a more active role in meetings. Each member of the team also can become a task leader. For example, one teacher may be responsible for ordering materials and equipment while another is in charge of home contacts. This leadership arrangement can effectively use different teacher talents and will save time in dealing with specific problems. Leaderless teams are most common among small, especially two-person, teams.

Sixth, what support personnel are needed? Certain individuals other than team members are important in making a successful teaching team. The support of school administrators is especially critical in scheduling common preparation periods, helping with organizational problems, and explaining the new teacher work arrangements to parents and district personnel. Administrative support can usually be increased if administrators are involved in planning from the start, periodically attend team meetings, meet with team representatives regularly, and schedule team-planning time during the regular school day.

Since increased use of the library and individualized materials often accompanies the implementation of team teaching, a cooperative librarian or media center director is also essential. If the school has aides, their time should be shared by all team members. Aides should also be included in planning and preparation sessions, and their input should be encouraged.

Making the Most of Team Meetings. A few simple procedures can go a long way toward developing satisfying and productive meetings. We recommend that each meeting have an agenda that is distributed at least one day prior to the meeting. One team member could be selected at each meeting to prepare and circulate the agenda for the following meeting.

The agenda should be short enough so that all items can be discussed within the time limits of the meeting. A typical agenda might include two or three of the following

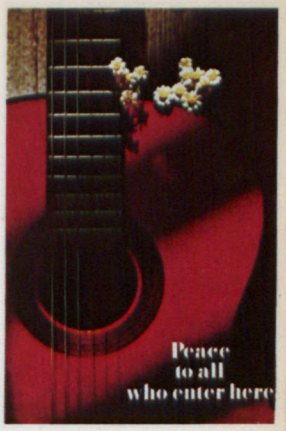


2055 Those of you who think you know everything are annoying to those of us who do.

687 No act of kindness, no matter how small, is ever wasted.

886 The beginning of wisdom is silence.

892 It's good to be petted a little, praised a little, appreciated a little.



438 Peace to all who enter here.

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369 Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly.

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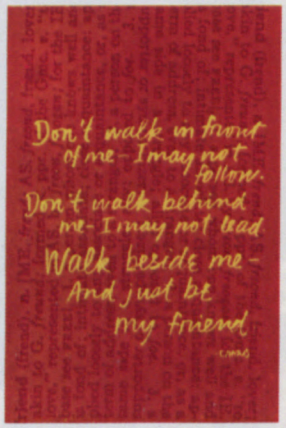
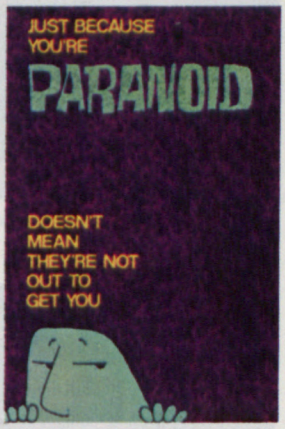
327 A good friend never lets you down.



398 Don't walk in front of me—I may not follow. Don't walk behind me—I may not lead...

377 I like you—you're different!

710 Faith is the substance of things hoped for, the evidence of things not seen.



679 Just because you're paranoid doesn't mean they're not out to get you.

2187 We're all in this together.

2118 Where there is great love there are always great miracles.

630 There can be no rainbow without a cloud and a storm.

717 If any man seeks for greatness, let him forget greatness and ask for truth and...

761 Feelings are not like faucets you can turn on and off.

Happiness is like a butterfly.
The more you chase it, the more it will elude you.
But if you turn your attention to other things,
it comes and softly sits on your shoulder.

370 Happiness is like a butterfly. The more you chase it, the more it will elude you...

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2186 We need each other.

415 Today is made for you.

756 Things take time.

724 When life gives you lemons, make lemonade.

2166 We do not remember days, we remember moments.

792 The greatest truths are the simplest.

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2015 The greatest use of life is to spend it for something that will outlast it.

2183 After all is said and done, there's a lot more said than done.

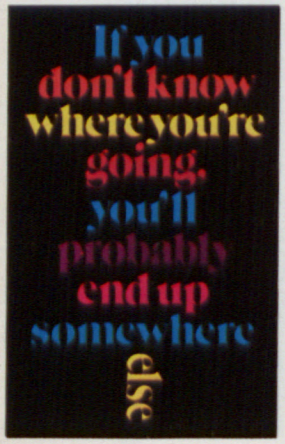
2092 A ship in a harbor is safe, but that is not what ships are built for.

658 The important thing is this: to be able at any moment to sacrifice what we are for what we could become.

2196 I may have my faults, but being wrong isn't one of them.

2132 The earth is a garden, and we are the caretakers.

2155 Seek inner beauty.



2000 If you don't know where you're going, you'll probably end up somewhere else.

354 Happy are those who dream dreams and are ready to pay the price to make them come true.

404 Jesus of Nazareth requests the honor of your presence at a dinner to be given in his honor.

656 Freedom lies in being bold!

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2085 Love is the magician, the enchanter. .. with it earth is heaven.

2133 Colors speak all languages.

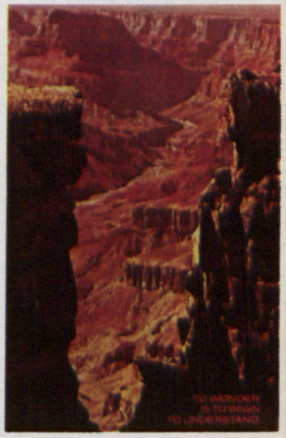
882 Accept me as I am so I may learn what I can become.

2119 Thinking is hard work.

2117 I still believe in tomorrow.

677 Think big.

2019 God is nearer to us than we are to ourselves.



716 To wonder is to begin to understand.

779 Don't take yourself too seriously.

2189 Life is a predicament.

448 There are two ways of spreading the light: to be the candle or the mirror that reflects it.

660 They can because they think they can.

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2121 When you dream, dream big!

2122 For love and strength and daily bread, we praise thy name, O Lord.

2024 No great thing is created suddenly.

2014 Easy does it.

2143 Those who love us let us find our own way.

2081 It is not how much we have, but how much we enjoy, that makes happiness.

308 Two roads diverged into a wood, and I— I took the one less traveled by and that has made all the difference.

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____	370	Happiness is
____	377	I like you
____	398	Don't walk in
____	404	Jesus of Nazareth
____	415	Today is made
____	438	Peace to all
____	443	Behold the turtle
____	448	There are two
____	460	The deepest
____	630	There can be no
____	640	The greatest
____	656	Freedom lies in
____	658	The important
____	660	They can because
____	677	Think big
____	679	Just because
____	687	No act of
____	710	Faith is the
____	715	No goal is too
____	716	To wonder is to
____	717	If any man seeks
____	721	A dreamer lives
____	724	When life gives
____	756	Things take time
____	760	If you do not
____	761	Feelings are not
____	779	Don't take
____	792	The greatest
____	856	All I have seen
____	882	Accept me as I
____	886	The beginning
____	887	Do not follow
____	892	It's good to be
____	2000	If you don't know
____	2014	Easy does it
____	2015	The greatest
____	2019	God is nearer
____	2024	No great thing
____	2055	Those of you
____	2081	It is not how
____	2085	Love is the
____	2092	A ship in a
____	2117	I still believe
____	2118	Where there is
____	2119	Thinking is hard
____	2121	When you dream
____	2122	For love and
____	2132	The earth is a
____	2133	Colors speak all
____	2143	Those who love
____	2155	Seek inner beauty
____	2166	We do not remember
____	2167	You observe a lot
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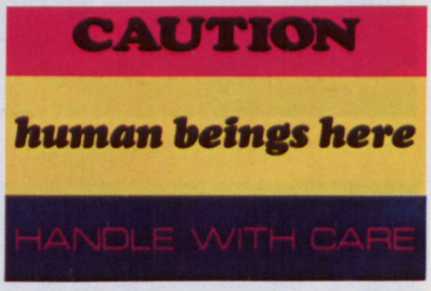
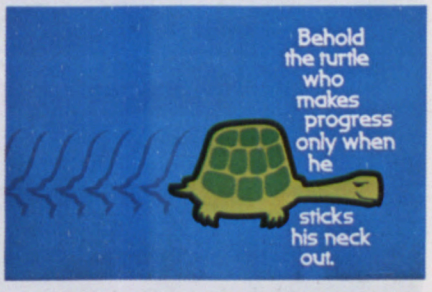
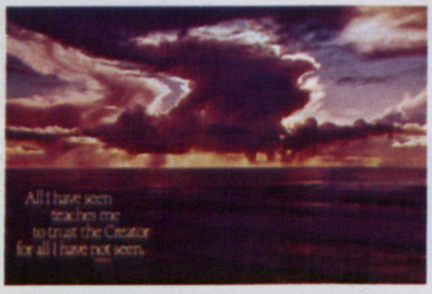


172 Caution—human beings here—handle with care.

760 If you do not understand my silence you will not understand my words.



443 Behold the turtle who makes progress only when he sticks his neck out.



856 All I have seen teaches me to trust the Creator for all I have not seen.

460 The deepest feeling always shows itself in silence.

887 Do not follow where the path leads. Rather, go where there is no path and leave a trail.

266 Sometimes I sits and thinks and sometimes I just sits.

715 No goal is too high if we climb with care and confidence.

topics: preparation of next week's lesson plans, a particular student's behavior and/or learning problems, regrouping of students, a specific grievance of a team member, criticism of a particular unit or lesson, a parent's complaint or inquiry, and preparation of report cards.

Some teams use a standing agenda at regular weekly or monthly meetings to insure that all important matters are regularly discussed. But other teams find that a standing agenda inhibits flexibility, and they prefer to deal with problems as they arise.

The team leader, task leader(s), or member responsible for the agenda should gather all information and materials needed to accomplish the goals of the agenda and distribute them at the meeting. Each task should be assigned to a team member, and a date for the completion of each task should be set. All decisions should be recorded in a team notebook. Team teachers say that a record of all decisions can help prevent future misunderstanding.

Minimizing Team Problems. Problems will arise in planning for and conducting a team-teaching program. Here are some of the more common ones and some suggestions for minimizing them.

• Staff resistance. Many teachers are reluctant to team teach for some very good reasons. One is that teachers have traditionally worked in isolation from one another. Another is that the decision to team teach is often made by administrative fiat. Perhaps most important are teachers' fears of potential personality clashes with their fellow team members.

Visits to schools with successful teams and presentations by veteran team members are usually effective in overcoming initial faculty reluctance, because teachers consider practicing teachers more credible than other types of consultants. Teachers can also review the literature on team teaching and report their findings to potential team members.

Allowing teachers to choose their own teammates and implementing teaming gradually also smooth the way. If a few teachers serve as a "pilot" team, their success may convince others.

• Personality clashes. After being isolated in their own classrooms, teachers are often fearful of working closely with colleagues. Part of the problem is the belief that close friendships are a prerequisite for team teaching. Many experienced team members disagree with this belief, however. As one told us, "You don't have to love someone to work with him."

Teachers often lack experience in giving and receiving constructive criticism about professional matters, a lack that contributes to interpersonal problems in teaching teams. These problems can be minimized, however, if team members stick to two basic rules for giving constructive criticism. One, unless you can offer a better method or approach, you are only insulting, not helping. Two, keep all criticisms within the team.

Many conflicts between people result from organizational problems, such as insufficient meeting time or inadequate support from administrators. Both personality and organizational problems are likely to be resolved if they are periodically discussed. Setting aside a time at each team meeting for this purpose can help reduce frustrations and maintain open lines of communication.

Changing the leader of a team sometimes improves interaction. If necessary, teams can be broken up into pairs who get along. A flexible transfer policy between teams and schools can also help reduce conflict.

• Unequal participation. Another common problem, especially in large teams, is an imbalance in the contributions of team members. One or two members may dominate all team meetings. Experimenting with different team leadership arrangements, such as rotating team leaders or using task leaders, may result in a more balanced team.

Another technique for encouraging participation is for one team member to serve as a group facilitator. This member's prime responsibility is to insure that everyone has the opportunity to voice an opinion on critical issues.

• Poor attendance at team meetings. Many teachers are skeptical of the value of team meetings, and this skepticism can result in poor attendance. Considering teachers' experience with school meetings in the past, this skepticism is understandable. Too often teachers are passive listeners at tedious, unproductive faculty meetings.

Teachers must be convinced that team meetings are different. One major difference is that each team member has a say in setting agendas. Another is that most decisions are important since they affect the day-to-day activities of each team member. Moreover, important schoolwide policy decisions are often discussed at team meetings. Teachers in schools with teams have been shown to have more say in schoolwide decisions than do teachers in schools without teams.

• Resistance of parents and community. When a team-teaching approach is adopted, reactions are often unfavorable. Parents and community need to be shown how team teaching can add to, not detract from, the overall instructional program. Teachers can make special presentations on team teaching to the parents' association or at a school open house. They can explain their program during home contacts, or they might prepare a special "Team Teaching Newsletter" for home delivery or invite parents to attend team meetings.

Encouraging volunteer work in the school may increase community and parent support for a team-

(Continued on page 105)

SPECIAL FEATURE ON VALUES

What Values Are Most Important?

By **DOROTHY J. SKEEL**
Professor of Social Studies Education, Programs for Educators of Children, George Peabody College for Teachers, Nashville, Tennessee.

What values do children say are important to them? Do children from different backgrounds share common values? Do teachers and children? For example, do the two groups place the same degree of importance on inner harmony or on an exciting life?

Think for a moment about your own values: Which of these are most important to you?

____ a world at peace (free of war and conflict)
____ family security (taking care of loved ones)
____ freedom (independence, free choice)
____ true friendship (close companionship)
____ happiness (contentedness)
____ an exciting life (a stimulating, active life)
____ a world of beauty (beauty of nature and the arts)
____ a comfortable life (a prosperous life)
____ pleasure (an enjoyable, leisurely life)
____ salvation (saved, eternal life)
____ equality (brotherhood, equal opportunity for all)
____ mature love (sexual and spiritual intimacy)
____ self-respect (self-esteem)
____ wisdom (a mature understanding of life)
____ national security (protection from attack)
____ a sense of accomplishment (lasting contribution)
____ inner harmony (freedom from inner conflict)
____ social recognition (respect, admiration)

These values are called *terminal*, that is, they are "preferred end states of existence that people strive for." Another kind of value is called *instrumental*—"a preferred mode of behavior." Are some of the instrumental values important to you?

____ honest (sincere, truthful)
____ loving (affectionate, tender)
____ clean (neat, tidy)
____ helpful (working for the welfare of others)
____ cheerful (lighthearted, joyful)
____ polite (courteous, well-mannered)
____ forgiving (willing to pardon others)
____ ambitious (hardworking, aspiring)
____ self-controlled (restrained, self-disciplined)
____ responsible (dependable, reliable)
____ courageous (standing up for your beliefs)
____ obedient (dutiful, respectful)
____ independent (self-reliant, self-sufficient)
____ broad-minded (open-minded)
____ capable (competent, effective)
____ intellectual (intelligent, reflective)
____ imaginative (daring, creative)

____logical (consistent, rational)

Milton Rokeach, who developed these lists ("The Measurement of Values and Value Systems," *Social Psychology and Political Behavior,* edited by J. W. Soule and G. Abcarian, Merrill, 1971), believes that there are only about a dozen and a half terminal values and maybe five or six dozen instrumental ones. The difference between individual people, he says, is less in whether they possess these values than in which ones they consider most important.

In the classroom a great difference between the values of teacher and students or of groups of students can disrupt communication so thoroughly that learning is impossible. In the society as a whole, differences in values have caused conflict and personal tragedy. In both instances, people who recognize the differences can improve communication between differing groups so that they can work together.

The society—through family, church, school, media, and peer groups in varying proportions—conditions everyone's values to some extent. Conversely, values affect the nature of the society. In *Culture and Behavior,* Clyde Kluckhohn, the anthropologist, contends that "no society is healthy or creative or strong unless that society has a set of common values that give meaning and purpose to group life, that can be symbolically expressed, that fit with the situation of the time as well as being linked to the historic past, and that do not outrage . . . reason and at the same time [that] appeal to the emotions."

To find out something about what values children say are important, I gave Rokeach's Value Survey to 312 sixth graders from Appalachia; rural, urban and suburban Kentucky; rural Wisconsin and Pennsylvania; and an American Indian reservation in North Dakota—13 groups in all. I also give it to teachers in Kentucky and on the East Coast.

The children ranked the values *in the order in which they are listed above.* Did they really understand their choices in the same way an adult would understand them? I asked them what their three most important terminal values meant to them.

"If we didn't have [family security]," said an Indian girl, "we would die." To an Indian boy, family security meant "my mom cooks good." The American Indians were the only group who said family security was extremely important.

An Appalachian girl chose salvation because "I want to go to heaven to a good life." Appalachian, rural Kentucky, and suburban children ranked salvation high; the Indian children, the other rural children, and the Eastern teachers ranked it low.

A boy's reason for choosing happiness was "I always want to be happy and I never want to be sad."

"Without friends," said one boy from the suburbs, "there is no reason to live."

A girl wanted "peace for everyone, not just myself." Both country and city children said a world at peace was very important; teachers, American Indian children, and suburban children gave it a low ranking.

A city girl chose family security because "I would help my loved ones out first." "To take care of your brothers," said a boy.

Children in Appalachia and in the suburbs didn't assign much importance to freedom, but city children did, as did one rural group. "With freedom you can choose your own part in the world."

Country children said it was important to have an exciting life, but an exciting life got a low rating from city children and teachers. Teachers—in the Kentucky group, every teacher—put a high value on inner harmony.

The children I surveyed had no trouble deciding which values were important to them and what those values meant to them. Children in different parts of the country and different subcultures differed on which values were most important. Individual children differed within each group too—undoubtedly, individual personal experiences affect value rankings as much as environmental factors do.

The values most important to the children in each group had one thing in common, however: They were not the same ones the teachers considered important. My small sample of teachers put the greatest importance on inner harmony, followed by freedom, happiness, self-respect, family security, world at peace, wisdom, sense of accomplishment, true friendship, mature love, salvation, pleasure, world of beauty, national security, equality, comfortable life, exciting life, and social recognition.

Teachers ranked their instrumental values this way: courageous, loving, responsible, honest, helpful, independent, forgiving, self-controlled, capable, cheerful, broad-minded, intellectual, polite, ambitious, imaginative, logical, clean, and obedient.

Maybe students have accepted unexamined the values of their families and communities. Maybe teachers have altered their values because of growing maturity or challenges from outside. Maybe the values of the society are changing. More research is needed to see whether teachers differ from children simply because they are adults, or whether—as teachers—they differ from other adults in the community, specifically the parents of their students.

Whatever the reason, teachers should be aware of their values—and aware that differences in values can cause conflict. Above all, they should recognize the danger of trying to impose their values on their students. □

Dr. Skeel presented her findings at greater length in the January 1976 issue of *Viewpoints: Bulletin of the School of Education, Indiana University.*

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Can Values Be Evaluated?

By SALLY J. ALLEN
Coordinator of Social Studies and Values-Related Education, Council for REAL Education; Former Social Studies Teacher, and
DALE I. FOREMAN
Director, Council for REAL Education, Denver, Colorado.

What are the results of "values education"? Could we be making negative progress with these innovative methods?

Probably not—but we do not know.

Many educators say that "values cannot be tested or evaluated." What they mean is that *values education* cannot be evaluated—but that isn't true. Such a narrow view will only cloud the prospects of producing really exciting changes in affective education in the classroom. It will be more productive to find out what's possible—and do it.

To use new teaching strategies successfully, teachers need to know where they are and where they are going. In most valuing programs, two important questions have been omitted from planning: How should the goals for a values curriculum be specified? What evaluation devices will be most useful in measuring the progress of the program?

Specification of goals is the vital link between curriculum and evaluation. So far, it has been sorely neglected in the values programs introduced in schools. Usually planners take pains to state some goals, but in too broad and general a form.

We at the Council for REAL Education have analyzed a wide range of behavioral objectives for values curriculums. The two most common mistakes we found were the tendency to state objectives in a doctrinaire fashion and the tendency to strive toward high-minded but unattainable objectives.

When selecting objectives, teachers might consider these five recommendations:

1. *State objectives in behavioral terms.* Since teachers cannot peer into a student's mind, they must base any evaluation of values on the overt behaviors that reflect those values. Obviously, they must be careful in the inferences they draw from these behaviors.

2. *State objectives in such a way that they can be evaluated with a limited amount of time and money.* Many school districts express objectives in terms of empathy, spontaneity, moral responsibility, flexibility, or openness. Then these same districts use these goals as "proof" that values education programs cannot be evaluated, because these qualities will not yield themselves to paper-and-pencil tests but must be observed in practice.

3. *State objectives in specific terms so that they can be measured.* Precision need not segment the continuity and flow of the curriculum. In fact it may improve them by providing a sound basic structure to which activities and enrichments can be added.

4. *Select the fewest objectives possible and try to teach to them and to evaluate them.* Many programs attempt to do too much and therefore do not do anything well. Selecting a small number of objectives also allows complete evaluation without the testing overkill some teachers fear.

5. *Select objectives that are useful to students.* Ask, What values are necessary for a student functioning in the real world? What skills of valuing should students develop to help meet their future needs as social values change? Don't just ask yourself these questions. Ask students, too.

Interestingly enough, the objectives which we have found most suitable seem to fit into three categories that may prove helpful as a starting point for those interested in constructing a workable values education program: They are humanistic values, democratic values, and personal valuing skills.

Humanistic values are those that are important to people in their dealings with others. They include such things as understanding the behavior of others, appreciating individual dignity and worth, appreciating diversity, and respecting the rights of others.

Democratic values are values necessary for the survival and success of democratic action, both in government and in daily life. Some of these values are dedication to free examination of social attitudes and data, commitment to continued learning, desire to participate in solving problems, and willingness to explore and to attempt to solve value conflicts.

Personal valuing skills are those that students can use in discovering and analyzing their own values (for example, ability to express one's feelings, acceptance

of one's self, and ability to analyze internal value conflicts in order to modify or integrate values).

Once teachers have a plan in mind and have specified goals, they can select measurements that provide the most useful information about the progress of the program. Several types of evaluation devices have been found useful for various purposes in values curriculums. These devices are described below.

- *Multiple-Choice Devices.* Multiple-choice test items may be used as long as the objective being measured demands that there be only one correct or best answer to the question. In values-education testing, this type of device can be most effectively used when an objective requires the student to "identify," "select," or "choose."

This device is particularly useful for determining whether students are able to choose the alternative that matches particular criteria, to select the "best" solution, or to choose reasonable conclusions about values or behavior after analyzing a hypothetical or real situation.

An objective that might reasonably be measured by a multiple-choice item is "The student will be able to select, from several descriptions of behavior, the one which seems to place the highest value on human dignity and worth."

- *Ranking or Rating Devices.* This type of item may involve ranking a set of statements from "most" to "least" important or indicating degrees of agreement or disagreement. This is one technique for determining what values the students hold or to what extent they hold a given value. It allows a student to demonstrate how far along in the value-analysis process he or she is. It can also be useful in eliciting a student's values so as to compare them to expected social norms. It is important to point out that giving the most common answer does not make a student better or smarter than fellow students. The information obtained should be used to guide instruction, not to reward or punish a student.

These items are most effectively used in a pre- and post-test format to measure change in student values through a course. Scoring must be established in advance so that it is not arbitrary.

- *Scaling Devices.* Scales indicate strength of feeling on various topics, values, or ideas. They differ from ranking devices in that the student is asked to indicate feelings about each of a set of stimuli, not to compare them to one another. Another application of this device is the social distance scale, which can allow a student to indicate a bias in regard to a particular group. Measurement and evaluation with these devices should be done with care. At first, it's advisable to get advice from someone who has used them before with some success.

- *Written or Completion Devices.* These may include completion of a given sentence or may be of essay length. Most often, in values education, they will consist of one or a few short paragraphs.

Written response can be used to measure students' ability to reason logically through a value dilemma; to determine their thoughts or feelings about a given issue; to ask them to offer alternatives, examples, or explanations; and to determine their ability to apply their own value systems to a given situation. Scoring keys for these items are important: They must delineate as fully as possible the variety of behaviors expected, and they must classify those behaviors by their degree of acceptability.

It is important to note that not all evaluation measures have one right answer. In values education, attempts to construct tests with one right answer often lead to disaster.

- *Value Sheets and Self-Reports.* The value sheet is used to identify a student's process of valuing. A value dilemma is presented through a quotation, reading passage, or confrontation. Probing questions then allow the student to apply valuing processes. Each question is designed to produce a response that can be checked to determine how effectively the student has applied value-analysis techniques.

In the self-report, students state how they feel about a given topic, issue, or value. Their ability to respond to such an item is more important than the value they report.

- *Observation Reporting Devices.* This is one of the most effective means of evaluating values education. The observation device is often a checklist of behaviors, which saves time for the observer since it directs attention to the behaviors listed. Checklists necessitate observation of a limited scope of behaviors for not more than three students at a time. Properly prepared, they produce a lot of information.

Teachers can informally observe students during instruction and can apply checklist measures to structured or unstructured action in the classroom.

Following the steps we have outlined here will allow useful and precise evaluation of a values-education program. It will also, we believe, make it more likely that other, more effective evaluation measures for affective learning will begin to appear. □

For Further Reading

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"But You Can't Do That!

By **SUSAN E. DAVISON**
Former Assistant Staff Director, Special Committee on Youth Education for Citizenship, American Bar Association; Consultant in Elementary Law-Related Education.

George stamped his foot in the dust of the playground. "But you can't do that!" he shouted. "That's not fair!"

Those who have worked in the primary grades have often heard assertions like this, from even the youngest children. Concerns about fair play and equal treatment pervade their play. To me, this concern for justice is the most important reason for beginning education in values and moral reasoning in the early elementary grades.

There is another important reason, however. In a society as complex as ours, adults must help children develop the critical-thinking skills and analytic abilities which will help them make thoughtful decisions about crucial issues that face them as individuals and as citizens.

Without these tools, George might give up trying to resolve dilemmas and leave problems to someone else, abdicating his responsibility to society and himself. Is this not what millions of American citizens do right now?

As an adult, how will George face such questions as how to balance the need for expanded energy production against the dangers of pollution, how to minimize taxes while providing needed services, how to respect the judgments of elected representatives while removing those who misuse their authority, or how to secure the rights of victims while protecting those of the accused?

Will George unthinkingly jump on a bandwagon? Will he just ignore the questions? How many apathetic and unthinking citizens can a democracy tolerate before it ceases to be a democracy?

Secondary educators are beginning to recognize the importance of examining with their students the conflicts and value dilemmas posed by today's issues—witness the growing trend toward law-related education, values education, and issues-centered political education.

Why haven't there been corresponding trends in elementary education? Elementary schools spend much time grounding young children in the skills and concepts of mathematics and the language arts. Much of this emphasis stems from legitimate concerns of teachers and parents lest children not learn the basic skills to survive in our society.

The emphasis on developing social skills is not nearly so great. Yet to our youngest citizens, moral, legal, and political-reasoning skills will be as basic as reading and calculating. Young children need to explore the concepts of fairness, honesty, loyalty, authority, privacy, responsibility, and others that are basic to our social, legal, and political systems.

In the elementary school, within the context of their social group, they begin to formulate the basic concepts that underlie their societal and personal values. Teachers can help them with this. For example, a teacher might help George develop some ways of thinking about his reaction, "That's not fair!" What's not fair about it? Are there rules or customs on the playground which have helped establish his conception of fairness? Where did this notion come from? Would George's idea of what's fair change if circumstances changed in some way? Does everyone agree with George about what is fair? How and why might they differ?

If a teacher helps George to analyze his reaction on the playground, he has a real opportunity not only to identify and examine his values but also to identify and examine the values of others. The teacher can help George develop some tools for looking at value conflicts, tools which he can sharpen as he matures over the years.

How can teachers help children develop these tools? One way is through open-ended stories that pose troubling moral dilemmas of the kinds children are already experiencing. For example, one filmstrip I've used (*That's No Fair!* by Guidance Associates) tells the story of Eddie, who, finding himself in the birthday-present line in the Wizard's fantasy land, must decide who has a right to the last present that is to be given away. Eddie is next in line, but only because a deer has left the place in front of him for a moment to chase his hat.

Should Eddie get the present? Should the deer get

That's Not Fair!"

the present? How can the conflict be settled? What is fair?

This one incident, which poses a problem familiar to children, has been used to explore many basic moral and legal concepts—fairness, the need for rules and agreements, minority rights, responsibility, compromise, and authority.

Another way to get young children thinking about such issues is through the use of the now-familiar values continuum. They can work with this most easily if they can see it—as a line on the chalkboard, tape on the floor, or string on a wall connecting two signs reading Yes! and No! or perhaps showing a smiling face and a frowning one.

Make up some conflicts that will mean something to the children. For example: "There are three children at the Jones house. Only one piece of fudge is left. Tommy Jones eats it. Do you think that is fair?"

After the children place themselves on the line, ask those at opposite ends of the continuum to give their reasons for standing there. As children give reasons, repeat them so that all the arguments are presented with equal force. Allow children to move to different places on the continuum if the arguments change their minds.

Such an exercise can help children become aware that their view is not the only one. As the children tell why they have decided to stand where they are, they discover not only that others may hold different views, but also that they may have good reasons for those views. For example, Clarice might answer that it would have been fairer to divide the fudge in three separate and equal pieces.

Hearing other reasons may lead some children to ask tor more facts about the situation. What first appeared to be a simple problem may turn out to be more complex: "Margaret and Ben Jones have each had a piece of fudge. Now only one piece is left. Tommy Jones has had none, so he eats it. Do you think this is fair?" How many children change their minds? How does their reasoning change?

Through such exercises kids are not only identifying their feelings about a certain value but also doing some hard thinking about issues raised when that value is examined in a concrete situation. Sometimes they must choose between two or more conflicting decisions, all of which have some merit or encompass some values that they prize.

All too often, facets of a child's life are governed by absolute boundaries of thought and action. In school, times for beginning and ending activities are usually firmly set. Children finish a math period and shift their concentration to science. They finish science and have 20 minutes for reading. At home, they watch a TV show which may be totally engrossing for a half hour, then they are done with it. They may have learned something from it, but usually the program does not leave them with questions to ponder. Values are treated as good or bad. Decisions are presented as right or wrong.

Children need experiences which encourage active thought and participation after the class is over, after the TV set is turned off. They need to understand that answers to moral problems are often not simplistic, right or wrong, good or bad. They need to develop a tolerance for ambiguity and an ability for clear reasoning and analysis.

Not only can teachers plan lessons that promote this type of pondering, they can also use the everyday incidents in which children have to deal with one another—in the classroom, on the way to school, on the playground—as laboratory experiences.

Without guidance George may end up feeling righteous about his notion of what is fair on the playground. With guidance, with inquiry-oriented questions from his teacher, he may discover other points of view and learn to compromise with the people who hold those views, thereby recognizing the legitimacy of conflicting priorities.

Values education, moral education, law-related education, and other educational movements offer elementary teachers some ideas about ways to encourage this kind of growth in their students. Those who spend time with young children must work together to develop activities and models which ensure that this is done in the ways most beneficial to our youngest students. □

Ms. Davison has been a primary teacher in the Chicago Public Schools and the Hyde Park Unitarian Parents Cooperative School.

"I Taught Ethics in High School"

By **JOSEPH FORCINELLI**
Former Teacher of Humanities, Philosophy, and Religion, Claremont (California) High School.

I taught ethics in five different high school courses. None of them was an "ethics course." Rather, they were called Philosophy, the History of World Religions, Humanities, Humanities Film Forum, and America and the Future of Man. Let me tell you briefly about each of them.

The philosophy course, open to eleventh and twelfth grade students, contained the most direct approach to an understanding of ethical thought. It was not an honors or advanced-placement course, and there were no prerequisites.

A text introduced students to several core areas in philosophic thought—for example, Socratic thought, theories of knowledge and metaphysics, theology, ethics, political philosophy, and modern theories of philosophy. Students then read from the works of several philosophers in each area. With this background they could attack specific problems, discussing them in class and writing many papers, short and long.

Here are two fairly simple case studies from the ethics section of the course:

Case 1. In his new job as a well-paid cartoonist for a daily newspaper, John must draw cartoons which express the sentiment of the owners and managers, and not his own convictions. The paper is "wet" but John is "dry." The paper is jingoistic and isolationist, and John wishes to promote international machinery for the peaceful settlement of disputes. The paper stresses property rights, while John, though realizing that human rights are implicit in property rights, wishes to emphasize human rights. Should he continue in the job?

Case 2. One of the states wishing to increase the consumption of milk carried on an advertising campaign under the direction of the state department of health. The campaign was a model of dignity and accuracy of statement, but milk consumption did not rise materially. A year later, another department took charge and hired a professional advertising agency, which made many extreme appeals: a picture showing an amorous couple declared that you should drink milk in order to have a glamorous complexion, testimonials from famous athletes stressed milk's athletic potency, and movie stars emphasized the value of milk for reducing. This campaign boosted milk consumption as the state officials desired. Did the end justify the means in this case?

The first case involves an approach to individual ethics and is attractive for its personal appeal. The second awakens ethical considerations regarding social living and business. Both these examples helped the students learn to understand and appreciate ethical problems.

Now here is a third case, taken from James Gould Cozzens' novel *By Love Possessed.* Because it combines problems in social, individual, and legal ethics, it was one of the most difficult for students to judge:

Case 3. What is Arthur Winner's course of action when he discovers that one of his law partners has embezzled from funds entrusted to the partnership of Tuttle, Winner, and Penrose? If Winner reports Tuttle's theft, his own law practice will be destroyed and, since as a partner he is legally liable for restitution, he will be ruined financially. Even so, Winner believes this is what he ought to do. Citizens, and particularly lawyers, should report crimes which come to their attention. Penrose has quite a different view: His approach is that he and Winner should cover up, protect Tuttle and allow him to replace the embezzled funds. Penrose has known of the embezzlement for some time. But since he joined the firm after the first crime had been committed, he is not liable financially, though he may be subject to criminal proceedings for having kept his knowledge of the crimes to himself. What would you recommend?

This case provided an excellent basis for inquiring into a host of conflicting values and for attempting to arrive at a consensus on their comparative importance.

The course in history of world religions made no attempt to teach doctrine, prescribe morals, or evaluate the various religions. The major goal was to increase the students' literacy regarding the religions of humankind.

The course seemed to succeed in challenging the students' common stereotyped notion that religious belief is an appendage to life, like a crutch or artificial limb. The students had the chance to consider for themselves the beliefs that underlie a variety of cultures and religions. They soon learned that contained in the faith of individual adherents or in the broad

character of the total group are ultimate values—sometimes individualized, sometimes socialized.

It seemed appropriate to the developmental level of high school juniors and seniors that consideration of these values, as set forth in the literature of the world's religions, become an occasion for studying the ethics of humankind. Such a study helped students increase their awareness of universal human values and develop their own ethical judgment by examining the function of ethical standards in different cultures and at different times in history.

Personal inquiry into one's self furnished the basic plan for the humanities course, which was taught by a team of teachers. Using the academic knowledge contained in their subject areas, the teachers concentrated on the personal aspects of such human awareness themes as freedom, belief, worth, understanding, happiness, play, and nature.

Learning thus became an enterprise deeper than the simple acquisition of skills—an enterprise that could be genuinely personal. The student remained the common denominator of a series of interdisciplinary relationships which uncovered the unity of human experience within a context of seemingly unrelated or opposing interests and values.

Each year, the humanities students produced a literary magazine containing essays, poems, anecdotes, and symbolic graphics dealing with human values under such titles as The Nature of Man and What Is Civilization?

So that students outside the humanities class would have an opportunity to consider ethics questions through self-motivated learning, I offered two individualized courses twice a year: a videotape course, The Humanities Film Forum (produced by KCET, Los Angeles, Community Television of Southern California), and a course presented in newspapers, America and the Future of Man (developed by University Extension, University of California, San Diego).

In the Film Forum series, the major theme was the principle of authority in history as seen in human faces. Students included these films among their favorites: *Hamlet, The Brothers Karamazov, A Man for All Seasons, The Andersonville Trial.*

The newspaper course contained lectures by prominent university scholars dealing with twentieth century ethical problems emerging from science and technology, the biological revolution, marketing and management systems, and the population explosion and other demographic changes.

I gave this question to my students for their final examination on the Film Forum: "In the 1948 film version of *Oliver Twist,* there is a kind of community among the criminals. Defend the position that everyone has a basic human need for a sense of community."

The ethics of love and justice are clearly expressed in this student's response:

There seems to be a curiousness in man, a desire to communicate, or a need to express his emotions and feelings to others, and also a need to be needed. The "criminals" in that "criminal community" weren't unpleasant with one another all the time. There existed a brotherly sort of bond between the boys and at times a fatherly sort of feeling would emerge from crusty old Fagin. I believe that anyone is capable of love in some form. Even Bill Sikes was capable of love; after he had killed Nancy in a fit of passion, he was almost dead himself, he missed her so much.

In closing, let me say that it isn't the methods and the examples I've described that are important; what really matters is the willingness of teachers to include ethical inquiry as a basic component of a teaching day.

In a recent article on "The Role of the School in Moral Development," Wilson Riles, California state superintendent of public instruction, says that "daily attention to moral conduct in small details must be encouraged as a way of developing a pattern that will help with more serious moral judgments." He further states that children "want to walk with us as we make our moral choices, not meet us at the gate to receive the distilled wisdom of our experiences." I am convinced that Superintendent Riles is right. □

Mr. Forcinelli is now director of the Program on Religion and Education and lecturer, Harvard Divinity School.

"I was trying so hard to look as if I were paying attention that I didn't hear what you said."

The School and Character Development

By **RALPH W. TYLER**
Director Emeritus, Center for Advanced Study in the Behavioral Sciences.

Probably the most difficult task public schools face is that of developing, in cooperation with parents and community groups, a comprehensive attack upon the critical problems of character development. There are several reasons for its difficulty.

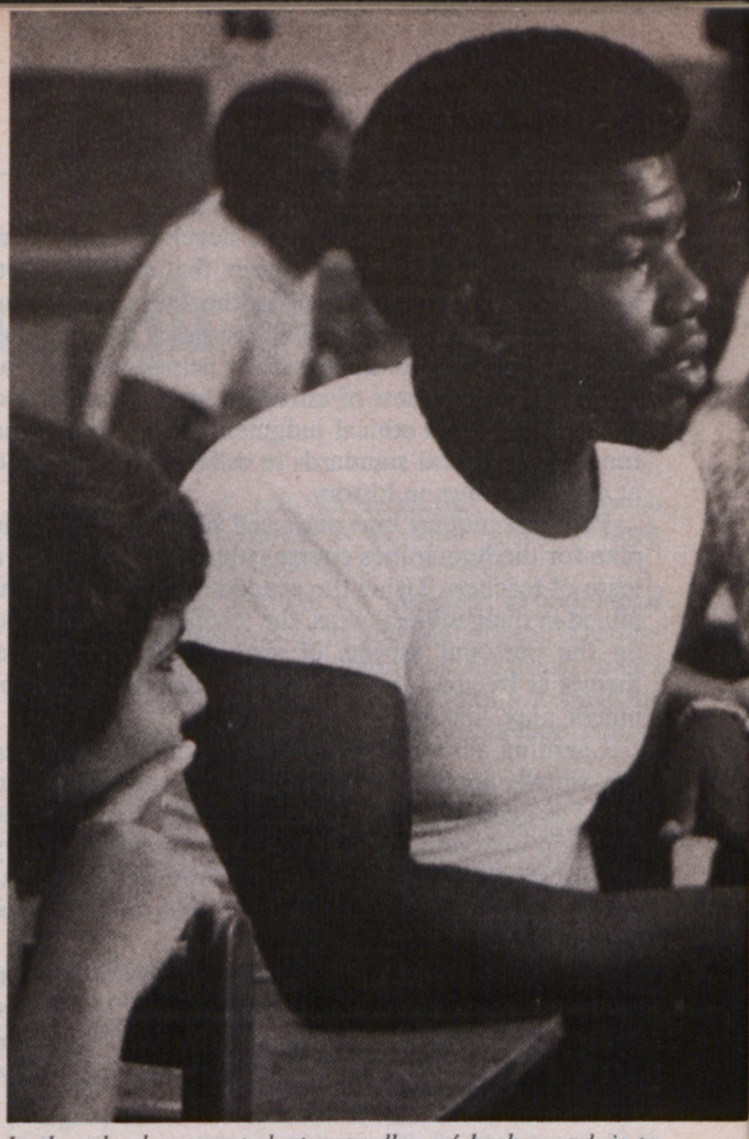
First, this task requires a new role for the school. In the past, the school was one of several major institutions that supported and reinforced the dominant ethical values of the community, but it did its part without conscious recognition that it was playing a significant role in the development of character. The unconscious contribution consisted largely in providing in the school the kind of environment that was afforded by the typical home.

For his well-known readers, McGuffey chose stories and essays that reflected the currently accepted values, but most teachers and administrators were not aware of any educational objectives other than the development of reading skills and the widening of the horizons of students as they comprehended the ideas presented in the stories and essays.

Now it is necessary for the school to reexamine the contemporary conditions, to identify the kinds of contributions that it is capable of making, and to encourage and support the efforts of other community institutions that have a part to play.

Second, it is difficult for the school to deal with character education because the public school cannot be the chief contributor to such education and it cannot effectively dominate the coalition of community groups that must work out a feasible program of mutual responsibility. The school has had little practice in planning and implementing roles in which it is the junior partner.

Third, it is difficult because it requires the school to keep closely in touch with the out-of-school experiences of its students in order to focus on the real



In the school, every student, regardless of background, is to

ethical situations these children are confronting. Simulated and contrived situations alone are not sufficient to enable the student to comprehend the dilemmas that tempt and torture human beings. They do not furnish the experience of suffering—or enjoying—the consequences of the courses of action the student chooses in response to these dilemmas.

But, even though character education poses some very difficult problems, the school can make a contribution in this area. For example, it can make a contribution in harmony with its traditional role of developing cognitive abilities and habits. It can do this by encouraging students to reflect upon problem situations they have recently encountered—to analyze these situations, try to predict the consequences of several possible courses of action, compare their thinking with the things they actually did, and note the consequences they experienced.

Furthermore, school today can make the contribution in this area envisaged by curriculum constructors of the last century. Literature, including stories, dramas, novels, essays, and poetry, can illuminate

be respected as an important person.

ethical issues and help students to understand and feel the significance of courage in acting in accordance with conscience.

Movies, TV, radio, and the press also can furnish material for this kind of study. The school can help the student evaluate critically the offerings of these media and develop criteria for selecting what to spend time viewing, hearing, and reading. The school, working closely with other constructive community groups, can influence the content of these media and their distribution to children. These are two avenues for improving the ethical environment in which children develop.

The school can also continue its long accepted role of providing within its environment a more ideal democratic society than the adult community has yet been able to achieve. It can provide a setting in which young people can experience concretely the meaning of our democratic ideals. In the school, every student, regardless of background, is to be respected as an important person.

In the school, students can experience a society where justice and fair play dominate, a society where people care about each other and where all have an opportunity to share in planning activities, executing them, and gaining the rewards of what they have accomplished.

It is not always easy for teachers and administrators to provide this kind of environment, but it is crucially important for children to see, firsthand, a society that encourages and supports ethical values.

For the school to do its part, constructively and energetically, to provide educational experiences necessary for character development will require new thinking, new planning, and new practices.

I cannot predict with confidence that this task will be accomplished. The roles required may be so different from those of the past that the school will not be able to respond; then another agency for children and youth will probably develop. But the success our schools have had in the past in meeting new and difficult problems encourages me to believe that this one also can be solved. □

Dr. Tyler spoke at greater length on this topic at the 1976 annual convention of the American Association of School Administrators.

Teaching Kids About Law

By CHARLES J. WHITE, III
Assistant Staff Director, Special Committee on Youth Education for Citizenship, American Bar Association, Chicago.

The case is emotionally charged, and the courtroom is packed. A married couple is getting a divorce and has gone to court in a dispute over child custody. The attorneys are skillful and well-prepared, and each side argues its case hard. When the judge announces his decision, however, about half the audience cheers and applauds, and the scene looks less like a courtroom and more like the finals of a city basketball championship.

And that's appropriate, because the case isn't a real one but rather part of the finals of a citywide mock trial competition in Washington, DC. The judge, Chief Judge Harold H. Greene of the DC Superior Court, is real, but the witnesses and lawyers are all DC high school students participating in a program called Street Law.

Street Law is just one of more than 500 programs in the country which attempt to introduce youngsters to the role of law in our society and to give them an understanding of legal processes and our legal system. The goal of these programs is not to create amateur lawyers, but rather to give youngsters the skills and understanding they'll need in a society like ours in which law is pervasive.

The Street Law program in Washington, DC, began five years ago. Jason Newman, a professor at Georgetown University's Law Center, and Ed O'Brien, a law student at that time and a former high school teacher, started Street Law as a pilot program in two DC high schools. In each school, two Georgetown law students team-taught the year-long Street Law course.

High school students had a real role in shaping the course. They were asked to rate potential law topics on a scale of one to ten, and the ones they were most interested in formed the basis of the course. Each year, students in the program were polled as to what they liked and didn't like about the course, and the next year's program reflected that evaluation.

Street Law is now offered as an elective in every high school in the District and in seven District of Columbia correctional institutions. It's also having an impact outside the District. West Publishing Company distributes the project's materials throughout the country, and programs based on the Street Law model are now being started in many states.

About half of the year's course of study is devoted to criminal law (a big favorite with students). The other half is devoted to areas of law that students will need to know about in their daily lives.

Instructional techniques are action-oriented. In the section on landlord-tenant law, for example, students role play landlords and prospective tenants. Each has different (and sometimes conflicting) needs, and these must be worked out in a lease. This activity gives students some familiarity with leases and introduces them to negotiating skills. In the section on consumer law, students role play a situation involving a four-month-old color TV set which needs a new picture tube. They learn about warranties and how (and to whom) they should write letters of complaint.

Most students think the mock trial competition is the highlight of the Street Law program. The competition is strictly voluntary, but in many schools, more kids volunteer for parts than there are roles for them to play.

Participating in the competition often means long hours researching points of law and preparing testimony and questions. Nola Coleman, who played an attorney on last year's winning team, practiced with her teammates eight hours a weekend for a month.

The project offers a lot of help to the law students who teach in the program. They take a two-hour seminar each week, at which both substantive law and educational methodology are discussed, and the project's staff is available to work with them in the classroom and to provide help on problems.

Pat McGuire, a young woman who taught in the Street Law program in her second year of law school, appreciated this help. "I had never taught before and didn't have any education courses as an undergraduate. I was pretty apprehensive about teaching in DC schools, but by the third or fourth week, I felt comfortable." Her team-teaching partner helped, and the classroom exercises developed by the project made things a lot easier. (Each member of the project's

seven-person staff is an educator as well as a lawyer, and two have masters degrees in education.)

Ed O'Brien, who is now the deputy director of the program, adds that the program involves regular classroom teachers. For example, the program has offered teacher training for junior high teachers in the District, and often senior high teachers sit in on Street Law classes. In addition, teachers have been involved in reviewing the project's materials, making sure that they are not too legalistic.

Texas's Law in a Changing Society project approaches law-related education somewhat differently than the DC project. Law education is the responsibility of regular classroom teachers rather than law students in the Texas project, so it operates extensive teacher education programs. Also, the Texas project infuses law instruction into existing courses rather than establishing a separate course as in the DC project. And the Texas program emphasizes using law as a means of understanding our society rather than focusing on its practical aspects as the DC project does. Another difference is that the Texas law program isn't restricted to secondary school.

The Texas program began in the Dallas school system in 1971, with the strong support of the Dallas Bar Association and the Dallas Independent School District. In Dallas, the program demonstrated that it could successfully train teachers, create materials, and integrate law into the existing curriculum. Since early 1975, the program has been statewide, offering teacher education and consulting in selected communities each year.

Last summer, the program offered intensive three-week teacher education institutes in Austin and Tyler. Teachers not only learned about substantive law but had the opportunity to examine in-depth the instructional strategies—case studies, mock trials, inquiry and valuing exercises—that are especially useful in clarifying the value conflicts inherent in law studies.

The program shows fifth grade teachers how law-related education can be infused into the social studies portion of the curriculum. The program begins with an anthropological overview of the role of law in culture and then proceeds to study the United States Constitution as a document which fuses cultural values into the structure and function of government.

Are fifth graders ready for law? Christine Jones, a teacher at Woods Elementary School in Tyler, thinks they are because they're so knowledgeable about our society. Mike Temple, a teacher at Peete Elementary School in Tyler, adds that "the earlier we start with law-related education, the easier it is to grasp its basic concepts."

Seventh grade teachers who attend the summer institute learn how law can be fused with Texas history. For example, they examine the influence of Spanish, Mexican, and English common law on the Texas Constitution and the Texas legal system.

In other sections of the summer institute, teachers learn how to integrate law into eighth grade American history, high school American history, and twelfth grade civics. The substance and methodology differ for each grade level, and upper-level teachers seem to feel that this flexibility helps them infuse law into these traditional courses.

The Chicago project of the Constitutional Rights Foundation (CRF) offers yet another approach to law-related education. In this program, young people learn about the legal system by getting involved in various community projects. Then they share what they've learned with teachers and other students.

The CRF program has created a lot of activities that students with a wide variety of abilities can participate in. Kids are heavily involved in shaping the program, so it is especially close to their needs and interests.

For example, the CRF program assists with a law course at Waller High School, an inner-city school in Chicago. The course has four main components (consumer education, the Supreme Court/First Amendment, juvenile delinquency, and criminal law). CRF helps the course by providing strategies and making print and audiovisual materials available on loan, including simulations designed to let kids role play police and others in the justice system. It has arranged tours of juvenile facilities and classroom appearances by youth officers and police, and it offers teacher and student workshops on various points of law. The program also puts out a newspaper (written and edited by students), which is a useful classroom resource.

One of the activities sponsored by CRF that involves kids directly in the community is the summer internship program. In this program, 13 high school students work for seven weeks, 24 hours per week, in an agency involved in some way with the legal system. Two hours a week are spent in a seminar with CRF's staff, and the last two weeks are set aside for concentrated work and study as a class.

Sharon Solomon, a senior at Chicago's innovative Metro High School, worked at the People's Law Office, a storefront legal-aid clinic. She did unglamorous work like running errands but also had a chance to sit in at client interviews at Cook County Jail, sit in on depositions relating to pending cases, and do research on points of law. The experience convinced her that all citizens should know more about the legal system. "The way it is now traps a lot of people. We don't do anything to teach most people about the law, yet when they get to court we tell them 'ignorance of the law is no excuse.' " →

Sheila Brennan, another Metro student, worked as an intern in a bail project. Her job was to interview defendants, verify the data that they gave her, and present the information to the public defender. She and another CRF intern did most of the interviewing of clients. Later they shared their experiences by offering workshops for students and teachers.

The Chicago program is small, relatively new (it began in 1975), and minimally funded, but it's a good example of what can be done with a little ingenuity and the cooperation of lawyers, judges, and other people who work in the justice system.

What are the possible drawbacks to law-related education? Several questions often come up when teachers first consider teaching about law. One is, "If you teach kids about their rights, won't it make it harder to discipline them?"

People teaching about law agree that kids are very interested in their rights, but they feel that a good law-related education program helps them recognize both sides of an issue and encourages them to think about both rights and obligations. As Mike Temple, one of the Texas teachers, puts it, "Law-related education enables students to use logic, to give reasons for the existence of rules and laws. Hopefully, it helps them understand and respect law—rather than fear police and law enforcement officials."

A related question is, "Does law-related education help to change the attitude of students who are negative about law and the police?" Many teachers in this field would reply that they try to be honest with the students and admit that the system isn't perfect. These teachers believe that by teaching students about the system and by letting them get to know the people in the system, they're helping students see that some of the system works and that many people in it are decent.

A third question is, "How are we going to fit law-related education into the curriculum?" One possibility is offering a law-related course as an elective. Students seem to like these courses. In fact, the law-related courses in Chicago and Washington, DC, have had to turn students away.

Sometimes a law course is offered as an alternative means of meeting an American history or civics requirement. Another possibility is to integrate law into existing courses. As the Texas program shows, law seems to be compatible with a wide variety of social studies courses. □

For more information on law-related education (as well as on the programs described in this article), write to Charles J. White III, Special Committee on Youth Education for Citizenship, American Bar Association, 1155 East 60th Street, Chicago 60637.

VALUES *(continued)*

How an Elementary Teacher Does It

By BENNY MILES
Sixth Grade Teacher, Garfield Elementary School, Cincinnati, Ohio.

As an elementary school teacher in an urban public school, I wanted to provide my students with educational experiences that would both interest and motivate them and at the same time further their knowledge and skills necessary for good citizenship. Law-related education became the means for moving closer to these goals.

As is true of adults, children are often confused about their rights and responsibilities. On occasion this confusion leads to behavioral problems with those in positions of authority.

With this in mind, I began a study of the law with a case that dealt with the rights of a juvenile—the 1967 landmark Supreme Court decision in *In re Gault*. By dealing with a specific case with clearly defined issues, I hoped to sensitize my students to their need for a knowledge of law.

An analysis of the facts of *In re Gault* led to lively classroom discussion, aroused my students' interest in law, and served as an effective stimulant for further study of a person's rights and responsibilities under law.

Following our study of the *Gault* case, I used a variety of strategies to teach students about the Bill of Rights. For example, in presenting the Fourth Amendment, I asked them to recall their study of the Ameri-

can Revolution and tell why our founding fathers in 1789 wanted to protect the citizens of our new country from unreasonable searches and seizures.

We reviewed the abuses that occurred while our country was still a British colony, a time when British soldiers would break into homes, search them, and take a citizen's private possessions. We discussed why the founding fathers wanted to prevent this type of abuse from arising in our new country and how they hoped to prevent it by passage of the Fourth Amendment. We noted, however, that this Amendment did not prevent all searches and seizures, only unreasonable ones.

With this basic information in mind, I had the children role play situations to illustrate examples of reasonable and unreasonable searches and seizures. To further reinforce this concept, the children examined hypothetical situations involving search and seizure incidents. Their task was to determine whether the action was reasonable and to defend their position.

I also invited an attorney to speak to my class. He acquainted students with their rights and responsibilities in school by discussing, among others, the landmark Supreme Court case *Tinker* v. *Des Moines* (1969), a decision which extended the First Amendment right of free political expression to students in school.

Once the children had an understanding of their basic rights and responsibilities, we analyzed the criminal justice system and our relationship to it. We began with a study of the police.

One of my objectives during this part of our study was to begin to change the image my students had of the police. Many of them looked upon an officer as someone who was not to be trusted. One of the ways I sought to change this image was to invite a police officer to our classroom to speak to the students, thereby exposing them to the police in a nonthreatening situation.

The policeman who came to speak to us did not present himself as "Officer Friendly." He was frank and honest as he answered the hard questions put to him by members of the class. The children reacted favorably to him and asked me to invite him back again. While attitude change toward the police is difficult to measure and even more difficult to accomplish, I believe this approach was a step in the right direction.

One of the most interesting parts of our unit about the criminal justice system was our study of the judicial system. Here I used the landmark case of *Gideon* v. *Wainwright* (1963) as a means to help students understand why the right of counsel is considered so important and why lack of sufficient income should not bar one's access to an attorney.

I often gave the children the opportunity to rule on cases, both real and hypothetical. The facts were rewritten so that the children could easily understand them.

I divided my class of 27 into nine groups. One person in each group was a defense attorney; another, a prosecutor; and the third, a judge. In each group, the attorneys argued their cases without altering any facts. Then each judge made a ruling and explained the decision. Following discussion, I read the actual decision in the case to the students. This was the most popular activity in our study.

Once the students acquired a basic understanding of the judicial system, we conducted a mock trial, which lasted three to four class periods. As a result of this activity, the children were better able to understand the various elements of the American judicial system.

A brief examination of the prison system concluded our study of the criminal justice system. Here the highlight was having an ex-offender come to the class and speak to the students. Imprisoned for breaking and entering and armed robbery, the speaker related his firsthand experiences with the police, the courts, and the penal system. He told us his life story and presented a realistic view of prison life. He stressed education as an important factor in living a crime-free life.

Students thoroughly enjoyed learning about the law and were able to apply this knowledge. For example, the children said they could follow various television programs more intelligently and were more interested in them because of the background information they had obtained about the criminal justice system in our country.

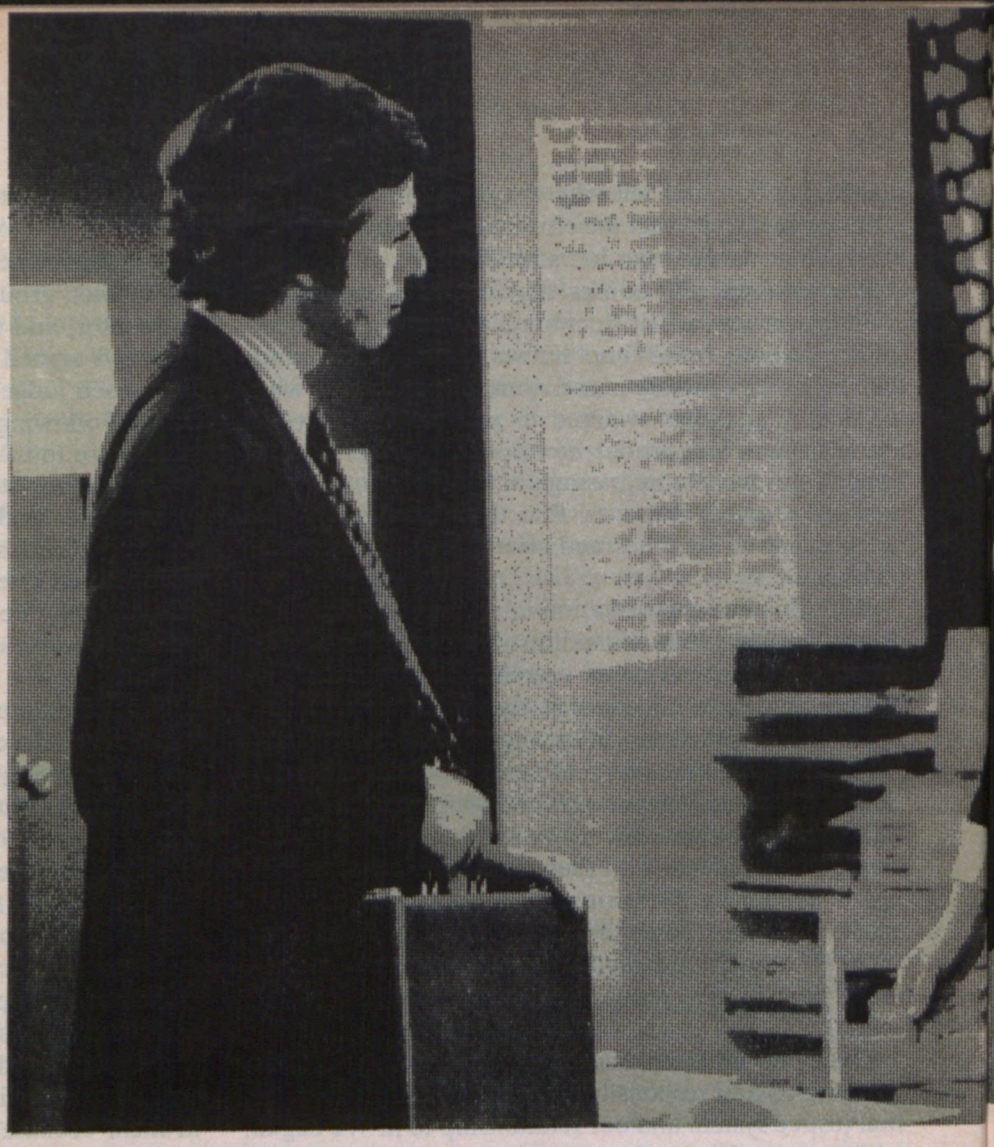
Our study also served to stimulate some of my problem students. One child in particular comes to mind, a boy of average ability who did not apply himself or produce quality work until we began our law-related units of study. Then, he became an active participant in class discussions and activities. He turned in all assignments promptly, and his work on these was above average.

Parental response was also favorable. At PTA meetings, several parents commented about our work in law-related education. This let me know that some students were interested enough in what we were doing to share the information they learned in class with their parents.

On the basis of my experiences, I believe law-related education has a definite place in the school curriculum. If students are to become knowledgeable and effective citizens, they must have at least a basic understanding of the law and legal processes. One of the purposes of public education is to prepare students to become active participants in our society, and law-related education is an important means for achieving that objective. Presented effectively, a study of the law can be interesting, meaningful, and valuable. □

This incident, "The Parent Crunch," and the teacher reactions which follow it deal with the affective dimension of teaching and may stimulate further thinking and discussion on this aspect of teaching.

"The Parent Crunch," adapted from a film of the same name, is one of a school television series (The Heart of Teaching) *designed to be used with teacher groups to stimulate discussion and exploration of teachers' problems. The series is the latest project developed by a consortium of educational and broadcasting agencies in the United States and Canada under the direction of the Agency for Instructional Television, an American-Canadian organization with headquarters in Bloomington, Indiana.*



The Parent Crunch

What Should the

Margaret Paslowski was worried. That was the trouble with teaching; you couldn't walk out and forget the day's concerns at four o'clock. She felt certain that right this minute Sandy McNaughton was getting hell from his father for bringing home a report card that did not meet Mr. McNaughton's expectations. Just this morning, Sandy had flashed his winning smile and confided, "He gives me a quarter for every A."

Margaret wished she understood Sandy's problem. Very likely, it had something to do with his mother's death last year. At any rate, Mr. McNaughton was obviously putting a lot of pressure on the boy. It appeared that he was doing a lot of Sandy's homework, too. Sandy's homework papers were perfect. But the fractions he seemed to have mastered the night before were somehow forgotten when he entered the classroom. He'd stand for minutes, nervously smudging out numbers on the chalkboard, frantically trying all kinds of processes in the hope of chancing on the right answer.

Margaret made a mental note to arrange a conference with the father for next week.

Very early the next morning, however, Mr. McNaughton stormed into Margaret's classroom, demanding an explanation for Sandy's grades.

Margaret began by mentioning the discrepancy between Sandy's homework and his classwork. But Mr. McNaughton refused to accept Sandy's spelling test scores, even with the papers right in front of him. "That's impossible!" he exclaimed. "Sandy knew those words cold. I drilled him on them. We—he worked on them a long time."

Recognizing a dead end, Margaret changed the subject, remarking that Sandy's reading was on grade level.

"If his reading's good, why did you give him a C in reading?" Mr. McNaughton angrily inquired.

"Many factors go into a reading grade," Margaret replied calmly. "Sandy has read very few books during the grading period. . . ."

"He reads at home all the time," Mr. McNaughton interrupted. "We read together—books, magazines, newspaper articles."

Mr. McNaughton was no more willing to consider Sandy's difficulties with math than he had been with spelling and reading. When

How can the concerned teacher deal with the irate father?

Teacher Do?

Margaret pointed out the still-smudged chalkboard, where Sandy had struggled desperately with fractions the day before, the father launched a personal attack, deriding her "disorganized" classroom.

At that moment, the bell rang, and eager children spilled into the classroom. "Please come to my desk, Mr. McNaughton," Margaret urged in a low voice. "We need to make an appointment for another conference. I know we can work out a plan."

But Mr. McNaughton refused to consider another conference. Instead, he went over to Sandy and spoke to him for a moment. Sandy shook his head "No" and looked unhappy. Mr. McNaughton then strode quickly from the classroom, went directly to the principal's office (Margaret learned later), and demanded that Sandy be transferred to the other fourth grade class.

Meanwhile, Margaret called her class to order and got them started on the day's activities. Soon, she was so engrossed that she was able to dismiss the unpleasant scene that had begun her morning. But at recess on the playground, the sight of Jean, Sandy's teacher last year, reminded her, and she sought her advice.

Jean, however, seemed reluctant to talk about Sandy McNaughton. She did admit, finally, that she'd given him nearly straight A's—after the first report card when his father had come to her and read the riot act. "After all, Mrs. McNaughton had just died, and Sandy was only eight. I had to get the father off the kid's back for the rest of the year at least." The bell rang, ending recess; as Jean headed into the building, she concluded, "I just didn't think Sandy could take it, with both me and his father pushing on him."

Margaret turned around to lead her pupils back to class and discovered Sandy at her side, staring at her with concern and apprehension. And then, the loudspeaker blared: "Miss Paslowski, please come to the office. Miss Paslowski, please come to the office." She sent all of the children except Sandy to the classroom.

"Don't let them put me in the other fourth grade," he pleaded, close to tears. "I want to stay in your class, even if I'm not doin' so good."

"Don't worry," Margaret said, as it dawned on her what Mr. McNaughton must have whispered to Sandy. "Your dad and I will work it out. We'll have a good year, I promise."

As Sandy ran off to join the others, Margaret turned and headed for the principal's office. Mr. McNaughton would be waiting for her there.

Reactions by Classroom Teachers

The most fundamental issue implicit in "The Parent Crunch" is how we, as parents and as educators, create larger problems when we "take the easy way out."

Margaret knew for some time that there was a discrepancy between Sandy's homework and classwork, yet she did nothing. Sandy told her that he was rewarded for A's, but she permitted him to take home a lackluster card without first calling his father. If she had called Mr. McNaughton first, showing genuine concern, she might have defused his anger. To ease Sandy's anxiety, Margaret promised him that everything would work out—a promise she may not be able to keep.

Mr. McNaughton frequently took the easy way out. He obviously did Sandy's homework, which prevented the boy from working and learning by himself. When Mr. McNaughton confronted Margaret, it was easier for him to blame her for Sandy's less-than-perfect report card and to say he would change Sandy's class than face the issues.

Jean was certainly the most guilty of taking the easy way out. Sandy's first problems with school started when he was in her class. His mother died, and his father tried to make him perform beyond his capabilities. Jean believed she had Sandy's best interest "at heart" when she gave him A's in order to get his father off his back, but she was, in reality, doing Sandy, his father, and Sandy's future teachers a great disservice. The problem inevitably grew, and Margaret had to cope with more ramifications than did Jean. ➔

Answers to questions in education can be difficult. An old adage claims that most easy answers are neat, plausible, and wrong. The truth is that when we allow ourselves to take the easy way out, we make serious problems more difficult.

—Ruth Granich, *English teacher, Binford Middle School, Bloomington, Indiana.*

A film of this type raises many questions—questions that, because of the film's open-ended nature, evoke highly subjective answers. Although it would be presumptuous of me to attempt to prescribe cure-alls for teachers faced with problems similar to Margaret's, nevertheless, I offer a few ideas that might help the classroom teacher to avoid the pitfalls inherent in parent-teacher confrontations.

1. Early in the school year, encourage as many of your students' parents as possible to meet with you. What form the meeting takes is of minor consideration; the important thing is that parents have the opportunity to discuss school-related issues early in the year.

2. Schedule a workshop for parents. Include role playing as a means of tackling problems. Have parents look for alternative solutions to the problems.

3. Whenever possible, include parents in class-related projects as well as trips or excursions. These are perfect occasions for chats with parents.

4. When a problem seems to be developing with a particular student, make an informal telephone call to the parent.

5. Always seek the administrative and counseling services of your school when you face a potentially serious problem.

6. Finally, learn to identify situations that may explode into full-scale battles, in order that you may initiate effective preventive measures.

—Hugo R. Garcia, *sixth grade teacher, Public School No. 144, Forest Hills, New York.*

Our society places so much importance on academic achievement that very few parents can be realistic in accepting their child's school performance if it fails to reach their expectations, which often exceed the child's capabilities.

In our opinion, the situation dramatized in "The Parent Crunch" could have been avoided entirely if the teacher had had the sensitivity to deal with the child's needs immediately, faced the responsibility of communicating with the parent much sooner, and checked into the child's previous performance in the school.

By reassuring the father of her desire to share the responsibility of helping Sandy, Margaret could have relieved any guilt feelings Mr. McNaughton might have had and would have dampened his later feeling of indignation, for which there was some justification.

The sooner a teacher tunes in to a child's or parent's needs, the more cooperation he or she gets and the more motivated a child is to do better. Personal contact is essential to maintain the humanistic quality of teaching.

Margaret also neglected to use resources that could have proven most helpful. It certainly would have been wise to discuss the situation with the principal and guidance counselor. This would have put the principal in a position to support her and deal with the responsibility of Sandy's performance and class placement intelligently and unemotionally.

The school, the teacher, and the parent would have made a beginning. The lines of communication would have been opened and an honest effort made to help the parent understand the importance of continued communication.

—Sandra Siegel, *sixth grade teacher, Walter S. Boardman Elementary School, Oceanside, New York, and* **Annakaie Sodemann,** *retired teacher.*

Although Margaret Paslowski was obviously concerned about Sandy, I question some things she did—and some things she did not do—in dealing with him.

Why hadn't she ever talked to Jean, the third grade teacher, about Sandy? That, at the minimum, would have better prepared her for what was to happen. Also, why didn't she call for a parent conference with Mr. McNaughton before report cards were issued? Given an opportunity to discuss his son's schoolwork early in the year, he might not have been so hostile and might have been receptive to a cooperative plan to help his son.

Was Sandy working up to his ability? Might he not have been graded on effort as well as on achievement? Perhaps a plus for effort might have pleased his father.

Also, could Sandy benefit from tutoring? That might be an area to investigate if the father would allow it—and if he could be induced to stop his sad efforts at home tutoring.

I thought Miss Paslowski's reactions during the conference were just about ideal (calm, concerned, able to back up her ideas with evidence), as was her relationship with Sandy. But I was disturbed by the third grade teacher's solution to the problem.

While it was commendable of Jean to want Sandy to have a trouble-free school year, in contrast to an unhappy home situation, in my opinion, she acted most unprofessionally. Not only was she intellectually and morally dishonest, but she also set up both Sandy and his next teacher, who happened to be Miss Paslowski, for a difficult time. At the very least, she could have warned Miss Paslowski early in the school year of what she had done and explained why she had done it.

—Frances Weinberg, *fourth grade teacher, Child's Elementary School, Bloomington, Indiana.*

NEA's Legislative Program

95th CONGRESS (1977-78)

The Legislative Program of the National Education Association is a specific statement of objectives which the NEA will pursue in the 95th Congress under the authority of official resolutions adopted by the NEA Representative Assembly in July 1976.

In an era when the educational interests of our citizenry and the basic welfare and financial security of our teacher-members are severely threatened, the NEA reaffirms its basic commitment to broad educational objectives. This is an era which calls for a reordering of national priorities to place uppermost those human needs which have long been slighted by a national leadership which was apparently more moved by special interests than by the needs of the citizens who comprise our nation. As our nation enters its third century, the NEA urges a return to the goals, the concerns, and the high expectations of those founding fathers who laid the basis for a just and free society in which all people would be ensured their rights and opportunities.

History has demonstrated that adequate education for all is the most significant single factor for moving our nation from where it is to where it ought to be. Any move which threatens to provide less than adequate education for all is not only shortsighted in purpose, it is toying with economic suicide. The NEA is therefore committed to do whatever possible through research, through communication, and through pressure applied to all levels of government to avoid such a catastrophe.

Out of this basic philosophy certain specific areas of concern must be noted. These relate to personal and professional security for teachers, to adequate revenue for education, and to the continuing strength of guarantees of human rights.

During the 95th Congress, NEA will seek substantial progress toward or enactment of federal legislation in three major areas: collective bargaining for teachers and other public employees; increased federal funding—up to one-third of total costs—of all public education, preschool through adulthood; and guaranteed personal and professional security for educators.

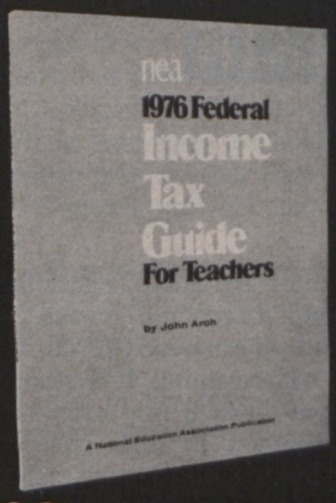
Collective Bargaining. The NEA seeks federal legislation which guarantees to teachers and other public employees those rights which have been enjoyed by our private-sector colleagues and counterparts for nearly half a century—the rights to negotiate with our employers, the public as represented by school boards, over economic and substantive issues which affect our own lives and the quality of education provided to America's children. Federal law would simply grant these rights and specify procedures which must be followed to ensure orderly negotiations and would also provide the necessary balance of power between employee organizations and employers so that the rights, recourses, and remedies of each party are guaranteed.

Currently, even after 15 years of effort, only 31 states have some form of bargaining legislation. These laws range in strength from toothless "meet and confer" language to laws which actually provide a meaningful process and procedure for negotiations between public employees and public employers. And even in states where the statutes are good, legislatures are trying to rescind, revoke, repeal, and otherwise erode the fair process of bargaining. It is because these laws—where they exist—are so inconsistent in their coverage and provisions and because there are teachers in other states who enjoy no bargaining rights that a federal statute is needed to provide equitable coverage for all teachers.

Given the June decision of the U.S. Supreme Court (*National League of Cities* v. *Usery*), the NEA is exploring alternative approaches to securing a federal collective bargaining statute covering teachers which recognizes the unique nature of public employment. NEA seeks a clearly defined impasse mechanism involving mediation and fact-finding and, ultimately, the right to strike which may be enjoined only if it endangers the public health or safety. The proposal supported by NEA would leave intact existing state laws dealing with traditionally bargainable items such as retirement. The law sought by NEA would provide that existing or subsequent state laws on bargaining which contain stronger provisions than federal law would take precedence over federal statute.

Financing Education. The NEA believes that the federal government must at long last acknowledge and assume its responsibility for the education of our citizens. The federal government not only has a self-evident interest in the quality of public education available to all; it also is the most equitable and most progressive revenue producer of the three levels of government.

The federal government must begin to move in the direction of



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providing one-third of the costs of public education at all levels. The federal government must guarantee the quality and equality of education for all citizens by providing adequate funds through appropriate state agencies to local education agencies which would have authority over the distribution and purposes of the funds.

Presently, although the federal government provides only minimal financial assistance for education—under 8 percent—it nonetheless creates monumental problems for all those concerned with the daily business of education. The tons of paperwork required by the federal government for participation in education programs must be decreased. Much of this bureaucratic red tape serves no discernible constructive purpose but rather inhibits its local education agencies and teachers from participating in programs that are otherwise viable and useful. Deregulation must begin, and NEA will work to achieve it.

General purpose grants must be available for elementary and secondary education. Categorical grants must continue to supplement general aid to serve such broad national interests as research, development, and dissemination of tools for general education and such specific interests as compensatory education and assistance to targeted groups.

The federal government must fulfill its obligations to those seeking formal higher education by making available to them direct financial assistance in flexible programs. This aid should provide access to post-secondary programs to all individuals who have the ability and desire to continue into higher education. The federal contribution should guarantee that no one is denied higher education due to lack of financial resources or is discriminated against on the basis of race, sex, creed, or national origin.

All citizens, regardless of age and of status within or without the formal education system, must have access to information about and training in a wide range of career choices. The federal government must fund programs to provide these opportunities to all who seek them and must see that such programs are integrated into the traditional education process.

Personal and Professional Security. Teachers are hit at least as hard as other citizens by the current unfavorable economic climate. Teachers know the trauma of RIF's, the hardship of 3 percent contracts without cost-of-living escalators, the unfairness of a state using the assets of a teachers' retirement trust as general funds to run the business of government. Teachers also know that, unlike workers in profit-making industry, they cannot demand and get a contract which reduces corporate profits slightly but improves the lot of employees substantially. The federal government can and must help.

The allegation of a "teacher surplus"—which allows qualified teachers to be RIF'ed and which blocks entrance or reentrance into the profession of other prepared teachers—is a falsehood which must be exposed. If schools were adequately staffed so that no teacher had a pupil load too large to handle, so that appropriate counseling were available, so that specialized services were provided where necessary, so that, in short, students could be properly served, there would be no teachers or other qualified educators out of work; indeed, there would be a teacher shortage. The federal government must work with the states to see that funds are available for adequate staff and responsible use of staff.

Teachers who do lose their jobs must be eligible for federally mandatory unemployment compensation. The temporary coverage now provided must be extended to mandatory coverage under a permanent program.*

There are two areas particularly

where teachers look to the federal government with respect to their retirement programs. One is portability of pension funds. Especially in today's increasingly mobile society, there is no reason for teachers to be locked into a retirement system which inhibits their moving to areas where qualified, experienced teachers are desperately needed. Therefore, NEA seeks legislation which would allow teachers to move across state borders without substantial loss of retirement benefits due to restrictions on portability.

The other concern is the sanctity of those retirement funds. Some provision must be made at the national level to ensure that teachers who have given their lives to the education of children do not arrive at retirement age only to find that the benefits are inadequate or even nonexistent because the systems were unsound or unprotected. The federal study on retirement will furnish the necessary information to proceed with the needed programs. The NEA also supports legislation which would reform the Social Security system to provide equity of coverage without regard to sex or marital status.

Teachers, like all other citizens, are burdened by fears of serious illness or injury and by insurance payments. NEA supports federal legislation which provides comprehensive coverage for hospitalization costs, physicians' fees, and prescription drug expenses for all, regardless of age, income, or family status.

In addition to these specific concerns which NEA will advocate in the 95th Congress, NEA will continue its efforts to see that the civil, human, and political rights of all are jealously guarded and strengthened and will continue to view all legislative proposals and act on them in terms of NEA policy.

—NEA Government Relations.

*Legislation to achieve this objective was passed late in the second session of the 94th Congress.

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Alternative Schooling: Language and Meaning

By JOHN I. GOODLAD
Professor and Dean, Graduate School of Education, University of California, Los Angeles; Director of Research, Institute for Development of Educational Activities, Inc.

During the second half of the nineteenth century, school programs rapidly solidified into the shape of a box, each classroom constituting a cell in the larger eggcrate of the school. At both elementary and secondary levels, the demarcations of graded subject matter and the year-to-a-grade pattern of school organization sharply constricted the vertical dimension of pupil progress.

In elementary schools, the self-contained classroom concept—that one teacher and one class constituted the daily instructional unit—restrained the horizontal movement of pupils and teachers. In secondary schools, a further narrowing of horizontal boundaries took place because subjects were taught separately or in some combination by individual teachers in classrooms to which students and teachers usually moved at intervals. School buildings both accommodated and maintained these regularities.

This pattern was so nearly universal in the United States that problems of terminology were virtually nonexistent. Pupils passed or failed (or, more elegantly, were promoted or nonpromoted); there were separate subjects, broad fields, and, later, fused and core curriculums. These last concepts spurred some word games among curriculum theorists during the first half of the twentieth century. In sum, the conduct and structure of schooling were tidy.

The function of schooling was perceived to be that of providing or inculcating something that could be identified and, subsequently, packaged or arranged for acquisition.

Unshackling Occurs

Inherent rigidity did not go unquestioned, however, and a clutch of projects sought to break out of the boxes even as the concrete was hardening.

The late 1950's and early 1960's brought forth not only a spate of reasoned criticism of these long-standing structures but also a variety of proposals for alternatives. There was little to draw upon by way of research into the relative effectiveness of newer ways over the old simply because there were few operating alternatives to compare. But there was a growing body of knowledge about interindividual and intraindividual pupil variability. This suggested to some reformers that the restraining walls of the graded, self-contained classroom boxes needed to be pushed outward in all directions.

In 1962, Kenneth Rehage and I sought to unscramble some of the new vocabulary of school organization that was emerging. We sought to push back to the basic functions of school organization, to derive classes of functions within which varying types might be identified, and to use words to refer to alternative practices designed to fulfill these functions.

Thus, the *vertical* organization of schools serves the function of classifying students and moving them upward from a point of admission to a point of departure. *Grading*, *nongrading*, and such variations as *multigrading* and *multiaging* constitute varying ways to conceptualize and implement vertical structure.

During this upward progression, students are brought together in instructional groups. *Horizontal* organization serves this second function and is usually guided by a ratio of students to resources, with teachers as the dominant resource factor. Once this ratio is determined, students and teachers are distributed and clustered according to other considerations such as pupil characteristics (from which emerge *ability grouping* and *achievement grouping*) or assumptions about the teachability of subject matter (from which emerge curricular patterns such as *broad fields* or *core*).

The importance of the vertical vis-à-vis the horizontal distinction is that fundamentally different themes are revealed. Although grading and nongrading are far apart in concept and operation, they are variations on a single theme. No amount of improvisation in regard to this theme modifies the horizontal theme. Consequently, a school nongraded is a school only half-unshackled organizationally. Ceilings and floors are pushed up and down or removed, but the walls remain. Consequently, the full opening up of school organization requires simultaneous attack on the horizontal dimension.

The School Opens Up

It often is said of schools as of other things that "nothing changes

Working with a professional sculptor in his studio is part of an alternative program for this high school student.

but the appearance of change." There is now considerable evidence to suggest that the rhetoric of change in the 1960's far surpassed the reality. But such an observation must not be allowed to obscure the fact that, in concept if not in general practices, the boxes-within-a-box structure of schooling lost its inviolate status—perhaps forever.

Just as nongrading and team teaching unshackled the vertical and horizontal structure of schooling in the late 1950's and early 1960's, the so-called alternatives movement challenged the whole corpus of schooling in the late 1960's and early 1970's.

Once again, the vocabulary of schooling has been compounded. There is a bewildering array of written material—articles, books, promotional pamphlets, and brochures by the hundreds—much of it rather breathlessly exclaiming, "gee whiz." Because there have been very few efforts to apply some kind of conceptual order to all of this and because a term often is used comprehensively as the descriptive rubric for quite different alternative practices, some attempt to sort things out might be useful. (Space limits necessitate parsimonious treatment.)

Variations on Earlier Themes

Much of what is proposed as new in the 70's appears to be a refinement or extension of what was proposed as innovative in the 60's.

For example, two concepts zealously imported from the British infant schools are *family grouping* and *the integrated day*. The former brings together in one classroom pupils aged five, six, and seven. This is essentially a multiage approach to nongrading. The latter meshes or fuses several subjects or processes, such as reading, spelling, writing, and the arts, often in conjunction with a broad topic in social studies or science. This resembles various approaches to curricular integration that have enjoyed periodic spells of popularity over the years in the United States.

A kind of centrifugal force is at work here, a pushing outward to secure space for involved groups of children and additional resources to satisfy expanding appetites for learning.

Once begun, this pushing outward knows no restraining bounds. Consequently, the creation of *open space schools* is a natural next step —schools with few or no internal walls. Pupil movement flows with the activity at hand and not simply within or around walls. Soon, it flows outside of the building, and we have *schools without walls*. This may be either in the figurative sense of the program's moving beyond the building or in the literal sense of the school's being a concept that

is in no way attached to the physical reality of a place called a school.

Sometimes, *open schools* and *schools without walls* are used synonymously. But *open schools* is the more comprehensive term and, indeed, a troublesome one. We can conjure up what is meant by *a school without walls,* but an *open school* might or might not have physical walls. The central notion is that an open program prevails, developed by teachers and students in consort and unfettered by syllabi, rules, or regulations generated from the outside. Once upon a time, we had something similar in mind in the *emerging curriculum.*

Although it is difficult to conceive of a truly open school functioning within the tax-supported public school system, such a possibility exists, and there are a few public schools that label themselves *open.* Schools outside of this system usually are called *free schools.* They may or may not be open; however, most free schools embrace the so-called open philosophy.

Interestingly, *nonformal education* is not a synonym for open schooling. Rather, the term is used, especially in international parlance, to refer to many forms of education not attached to schools. They may be characterized by formal instructional processes or informal ones, such as peer group teaching. Often, but not necessarily, much of what normally is taught in schools constitutes the subject matter. The key idea is that the learnings are acquired elsewhere than in the "formal" system of compulsory schooling.

The Central Issue

Although most schools still fit the eggcrate description, the conceptual —and, in a few instances, actual— breakthrough has been quite remarkable. However, much of it has been accompanied by an excessive rhetoric conveying the impression of widespread innovation and change. Actually, much more of the form than of the substance of schooling has been challenged in practice.

Nonetheless, given this rhetoric, it is not surprising that the call for going *back to the basics* once more is popular. This is simply a reiteration of the notion that there is something fundamental to be identified and inculcated through schooling in contrast to some less readily conveyed notion of reinterpreting personal experience in a lifelong process of individual development. It is around this issue that the alternative education movement of the 1980's will take shape.

The word *alternatives* implies at least two things—that they are in some way or ways distinctly different and that the opportunity exists to decide or choose between them. Until a few years ago, we assumed that an alternative school provided something significantly and distinctively different from what we perceived a traditional school to be. Recently, however, some alternative schools have promised something alternative to whatever an alternative school is supposed to be alternative to. (Shall we go around again?)

It becomes clear that the label *alternative* is meaningless in the absence of specific differentiations with respect to discrete, identifiable school goals, functions, or practices.

This means that the components of schooling must be identified and that the variations within each component are classified according to the theme (component) to which they belong and are differentiated from other variations on the same theme. Some of this conceptual work has been done, but no comprehensive taxonomy exists. The number of themes is finite, but variations on each theme are virtually infinite. Likewise, the combinations and permutations are limitless.

Does manipulating one variable on one theme give one an alternative school? Yes, technically, this makes every school an alternative school. In that case, what kinds of manipulations on how many themes are required to create a significant choice among schools—significant enough, for example, to warrant a bus trip across town? (A good many parents believe segregation or integration of the races to be important enough to opt for or against busing.)

To date, most of what actually has occurred with respect to the creation of alternative programs and schools represents an attack on the means. The traditional position regarding school goals—that is, a common set for all enrolled—has not been upset. But the means have been altered. Some schools have gone further, offering their students a choice among ends as well as means.

The question before us now is whether some schools will elect the next step, already conceptualized and enjoying a long, humanistic tradition. This involves freedom of the student to self-select among both ends and means, unrestricted by any predetermined smorgasbord of alternatives from which to choose.

Webster's dictionary defines *alternative* as an opportunity to decide between two incompatible courses or propositions. It would appear that a school program determined by somebody who thinks he or she knows what is best for another is incompatible with a school program fully determined by the person partaking of it. Herein lies a real alternative.

The question arises as to whether the latter position and the concept of schooling are compatible. They are not, it would seem, if we define *school* as "a place to teach what already has been defined for acquisition." Fortunately, however, there are other definitions of *school,* such as "a group of scholars pursuing knowledge." Consequently, tomorrow's school has room for more markedly different mansions than have gained admittance in the school of the past. □

Two Years in Africa

By BRIAN MURCHISON
Peace Corps Volunteer, People's Republic of Benin, West Africa, 1974-76; Presently, Student, Yale Law School.

Most new teachers breathe in for courage when they see their students for the first time. In my case, the sight of the school alone was enough to make me swallow. There it sat: two cinder block buildings, a half-dug well, and a flagpole in the middle of a huge field of palms and thick vegetation.

I parked my motorbike next to the nearest banana tree and looked around, trying to picture the strong hands and shoulders that had carved this little establishment out of the bush. Then, at precisely five minutes to eight, one of the students "rang the bell" by picking up a stick and rapping it against an old hubcap that was hanging on the branch of a tree.

Kids raced up to the school from all directions, each dressed in a khaki uniform and rubber sandals. When they saw me, most slowed down, and some stopped—but all of them stared. And no wonder: I was the first white person to teach at their school and the only one living in that town on the coast of West Africa.

I had joined the TEFL program (Teaching English as a Foreign Language) of the Peace Corps a month after graduating from college in 1974. The reactions of my friends to my joining had not been particularly encouraging: They were either surprised ("The Peace Corps? Is that still around?"), apprehensive for my safety ("Africa! Gee, and here I am scared to be going off to San Francisco!"), or unimpressed with my mission ("Who needs English in the jungle, man?").

During my last months in college, my parents had gently coaxed, "Law school, law school," but they could see that I was determined to troop off to parts unknown in search of an original experience and, if lucky, a little self-discovery. Still, when I got off the plane in Togo with 20 other trainees and felt that first blast of tropical air, I began to think that law school might have its good points after all.

By the end of the first week in Togo, I was dreaming of dusty legal volumes, fantasizing about civil procedure, and cursing my distance from Gothic spires and cafeterias. Africa was impossible!

The Peace Corps doctor immediately told our group that malaria, dysentery, and worms were the Big Three and that something called schistosomiasis was waiting for those who ventured into lagoons and waterfalls. He added that we would have to treat our vegetables before eating them and that we would have to boil our drinking water for 12 minutes and then filter it. Finally, he said, if any mammal happened to bite us, we were to mail its head downcountry to him for tests—along with news of whether we were dead or alive.

I had given up Oliver Wendell Holmes for this?

As training began in a small village in Togo, the staff treated our disorientation with a curative dose of hard work. Within 11 weeks, Peace Corps wanted to transform the lot of us into capable secondary school teachers, coherent speakers of a foreign language, and American representatives with some sensitivity to West African culture.

For five-and-a-half hours a day, we twisted our tongues through full-speed French classes and lessons in the local languages. Then we practiced our teaching and attended pedagogical workshops for two-and-a-half hours. At night, we heard speakers on various aspects of the culture, ranging from a history of voodoo customs and ceremonies to tips on local etiquette. For the rest of our waking hours (which were few), we roamed around the village, learned to bargain with the formidable women of the market, and ordered clothes in African styles. Over bottles of Togolese beer, many of us complained about the heat and the work, while others wrote long, homesick letters.

Practice teaching consisted of micro-classes—lessons taught to a small group of village kids who had been asked to serve as guinea pigs for the trainees. We taught in an old cement schoolhouse that had a few desks, a blackboard, and a complete cast of supporting characters.

Whenever I scrawled a word on the board, the bats in the rafters would squeak in reply to the noisy chalk. I didn't mind their squeaks, but their occasional flights at low altitudes didn't do much for my lessons on the past tense. Then there were the orange lizards that slithered in and out of the big unscreened windows or the lost cows that poked in their heads to catch the end of a class. →

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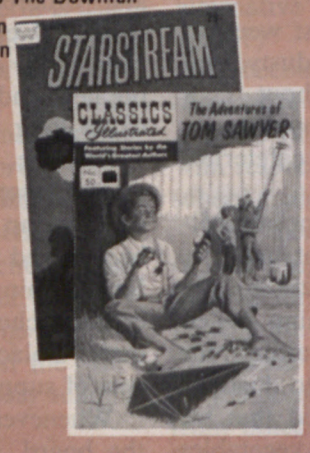

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I was the only one unsettled by all of this. My students paid no attention to the goats or the loud old shepherds in the schoolyard.

After six weeks of micro-teaching, we began work with classes of 50 to 60 kids, still guinea pigs, but in a less contrived situation.

One requirement was that we learn one-third of our students' names by the end of the first week of classes—names like Sahadatou, Yalewelebela, and Tessilimi. When the evaluator came into my class, I drew a complete blank and had no idea which name belonged to which face. But the students bailed me out: Each time I forgot a name, someone would mouth it discreetly, and I'd proudly turn to the evaluator and pronounce it.

In the middle of training, each of us went on a week-long "live-in" with an African family as part of our cultural orientation. The Peace Corps director handed me an envelope containing the name of my host (whom I had never met), the whereabouts of his village, and some general directions to the place.

I left the security of the group for the first time and gloomily climbed aboard an old train. During the lonely ride, I kept telling myself what an embarrassment my poor stammering French would be. When I finally got off at the appropriate depot, my host had, of course, no trouble picking me out of the crowd, and within seconds I was on the back of his motorbike, rollicking down dirt roads to his house. All afternoon, a stream of visitors came by to welcome me to the village. I quickly saw that French would be no problem. With each new visitor, I was obliged to drink a fresh toast, so that by early afternoon my French was flowing out like the Seine.

After the live-in, we plunged into another stretch of practice teaching. By this time, goats at the window did not faze us and our bowels and spirits were intact. At the end of this training, six of us left Togo for assignments in neighboring Dahomey. We thought that we were prepared for anything.

We weren't. Oh, we could handle the classroom, we could bargain for cloth at the market, and we were accustomed to the diet and simpler life-style. But as we crossed the border to Dahomey, it seemed that life there would be lonelier and more complicated.

I was becoming alert to things besides the physical newness of Africa. I felt that my eyes were seeing new sights and that my ears were picking up sounds I hadn't caught during the first weeks, and the new sights and sounds disturbed me. What did that shopkeeper's barely tolerant expression mean when I walked into his shop? What was the chant sung by the children in the streets whenever a *yovo* (white person) walked by? When the Africans looked at me, what did they really see? And if the answers to these questions pointed to a difficult two years, would I have the resources to make a go of it?

After I was in Dahomey for a short time, I began to find answers to these questions. Whites were considered "Europeans," and Europeans were thought to be rich, racist, corrupt. These opinions were clearly the effects of a long, bitter colonial history.

Nothing in our great training program had prepared us to deal with suspicion and dislike, and, of course, no instructor could have told us how to make friends or chip away at stereotypes. I was forced to understand the implications of the fact that I was a minority and that the European colonials who had preceded me for centuries had created an image that would be impossible to change. While I was mulling over all this, the military government of Dahomey announced its plan for a Marxist-Leninist revolution.

With the revolution in progress, I began work at the cinder block school with the half-dug well and the rusty hubcap in the town of Ouidah, a poor but historically important town near the coast. It had once been a major stop for the slave ships going to the New World. French and Portuguese colonials had lived there like masters, leaving nothing of any value or inspiration behind. If I had to be a "European," I wanted to be a different sort. I decided to live quietly, concentrate on my work, force myself on no one in the hope that people would eventually judge me on my merits, not on the conduct of such predecessors.

Luckily, teaching English to Dahomeyan secondary school students turned out to be as challenging and as much fun as I had hoped—once I learned an important lesson. In Dahomey, Peace Corps volunteers lived alone; we had nobody to come home to in the evenings with our tales of woe or triumph, so I found myself relying on students for reinforcement and affection. As a result, when they were rowdy or rude, as their American peers often are, I took their behavior personally and was miserable for a good while. When I pinned down the problem, I began to treat them as students, not as substitute friends, and the classroom gradually became more enjoyable to me. I suppose it was a typical lesson for a new teacher, but in the solitude of a volunteer's life, it was difficult, too.

My colleagues at the school were always friendly, but they assumed that the "European" would have no desire to be on close terms with them. Perhaps they were wary of the consequences of being friendly with a white in the middle of their revolution. So I decided to take the initiative and started a small English club at my house.

Each week three of my Dahomeyan colleagues, who were English teachers themselves, came for a few hours of conversation in English. One was Tossou, a vocal man

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politically active in the revolution, who had been sizing me up since my arrival.

During the first few meetings, I had to do all the talking. I guessed that they were embarrassed to speak English in front of a native speaker, just as I had feared for my French during the live-in. Hoping to ease the situation, I asked Tossou to prepare a talk for the following meeting.

The next week, he came to my house sure that I would find his English poor or that I'd make lists of his mistakes. He no doubt still equated me with the French *colons* of years before and thought I'd slight him somehow. When he began to speak and saw that I hadn't the slightest intention of interrupting, but that, on the contrary, I was interested and supportive, he proceeded to give an excellent talk. I was always amazed that my reaction counted for so much that night; from then on, he often said to me, "You are different."

We spent much time together, whether cutting sugar cane on his farm on the weekends or sitting in his compound at night with his wife and talking by a kerosine lamp. After Tossou took me under his wing, the others slowly warmed up to me, too.

As my second year began, the President renamed the country The People's Republic of Benin, throwing out Dahomey as a name that had been imposed by the French. Anti-American feelings grew during the Angolan civil war, and the radio was full of speeches against the "imperialist capitalist conspiracy."

At school, sign-up sheets were circulated among my older students (17-year-olds) to recruit volunteers for the Angolan revolutionary forces. One morning, local officials ordered all teachers and students in Ouidah to march to the town square as a demonstration of loyalty to the MPLA [the eventually victorious

faction, backed by Cuba and the Soviet Union]. I didn't go, but I watched my students and colleagues head into town in military ranks, and I realized that forces beyond the classroom were pressing in to alienate us more than ever.

Soon the revolution came into the schools and required a new emphasis on technical training and field production. Students and teachers regularly went to the fields with machetes and hoes to clear the bush and plant crops. Although I was exempt from such work because of my non-Beninese status, I asked to be included because the activity was so much a part of the school life.

Soon I was in charge of peanuts and pineapples. A class of fifty 15-year-olds and I planted, weeded, picked, and sold all through the rainy season. This was the part of the revolution that I loved; it called only for work and dedication, and I supported it as much as any Beninese. When my kids saw me getting just as dirty as they and enjoying every minute of it, I think a bit more of the old stereotype dissolved. But it was still a shock for many of them that a white man would want to work in the fields side by side with Blacks.

One day I was out planting mango trees with my students, when I noticed one of my older kids standing nearby, his eyes on me. He had always been tough, one of the few who would bait me in class with political questions, but lately he had been very quiet, and I wasn't sure why. I finally got annoyed with his standing there like a sentinel and said, "Hey, this isn't the movies. Quit watching the *yovo* work, OK?"

The kid said, "But you're not a *yovo*."

I roared back, "What!" and I yanked at my white skin. "What do you think this is?"

The boys laughed. "No, mister. *Yovos* are *colons*, but you're not a *colon*."

I stood for a moment, pretending

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to run through his logic in my head, but, of course, I had understood. Then we both laughed. He walked back to his class, and I rejoined my 15-year-olds and the mango trees.

At the end of the two years, when my term as a volunteer was over, I prepared to leave Benin. It was painful to say permanent-sounding good-byes to the friends I had made and to the students I had guided through gerunds and participles and a full peanut harvest—not to mention a revolution.

When I had first arrived in Ouidah, I had told myself that simply to be a decent teacher in the Peace Corps would not be enough to make the experience worthwhile—that my stay in Africa would be satisfying only if I managed to enter a few lives significantly, and if a few entered mine. This did happen, so that in the difficulty of leaving, there was also a sense of satisfaction that something of merit had been achieved.

I know that I was never able to bridge the gap completely, even with my friend Tossou. There was simply too much culture and history dividing us. But the effort had been made, and the experience of that effort in Benin will be with me all my life. □

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Try Role Playing

By **PAULINE TYMON FURNESS**
Psychological Resident, Physicians and Surgeons Hospital, Portland, Oregon.

"The first time I tried to introduce role playing in my class, they stared me down. I knew I had been tuned out. At that I crumbled and gave up the lesson, but I'm convinced I should have another go at it."

So spoke my friend Frank, a fifth grade teacher in Encino, California. If you, like Frank, are eager to try role playing but have been discouraged after your first attempt or are afraid to even give it a try, you may find this article helpful.

Before you have students begin to role play, explain to them exactly what they will be doing. Familiarize them with the terms *role playing, dramatic play, acting,* and *make-believe.*

Ask the children to establish rules such as listening to others, trying not to interrupt, avoiding side conversations, sharing ideas with all, and speaking distinctly.

Explain why you are having the class role play. You might say, "We are going to be actors in a real-life scene. When we talk about an event we haven't all seen, each of us may have different pictures of it in our minds. If we act it out, we will all have the same pictures. I think you'll enjoy acting out some scenes."

You can use any area of the classroom where voices will not be lost —on a real or a makeshift stage— to role play situations. The ideal setup is chairs arranged in a circle or semicircle with the dramatic action taking place in the center.

When you are ready to begin the first scene, ask for volunteers. If no one offers, you should select the actors. Although children may be reluctant to volunteer, as a rule they are inwardly happy to be chosen. But never ask a shy child to portray a shy child—make him or her the aggressive one. Nor should the class cutup be cast in that role—cast him or her in the role of an authority figure. The child who never succeeds should play the role of the person who wins prizes or receives awards.

For a trial theme, the children might do "I'm Moving to Another State." The aims of this exercise would be to elicit expression of feelings about facing new and uncertain situations; to build secure feelings in situations that provoke doubt, discomfort, or anxiety; to offer comfort and reassurance to someone who is worried; and to develop empathy for someone who has a problem.

You might say to the class, "Today I would like one of you to pretend that your mother and dad have told you that you will soon be moving to another state. You will have to leave your school and friends behind. You have told me about this, and I have just asked you to tell the class."

Then ask someone to come up on stage and role play this situation. Say, "Class, when Jane is through, you can tell her how you feel about her moving. See if you can put yourself in her place. How can you try to comfort her and help her overcome her sadness?"

Give Jane a few minutes to describe her plight. If she is having difficulty expressing her feelings, question her about them before she calls on classmates for comment. You might ask her the following questions: How do you feel about moving? What do you think you will miss? Do you know any people where you are going to move?

If the class has problems responding to Jane, you might get them thinking with questions such as these:

- What could you say to Jane

to help her feel better about moving?

- Have any of you ever had to move away and leave friends behind?
- What helped you overcome your anxiety about breaking ties with a place and people where you lived?
- Did you find any nice surprises in your new environment?
- Is accepting change a necessary part of life?

After your class become veteran role players, you may find that some children volunteer for every role in a disruptive manner. Try the following nondirective technique to get across the idea that you and their peers don't appreciate their taking over.

Set an empty chair in the front of the room. Tell the class to make believe that "Sudsy," a pushy kid who tries to take over everything, is sitting in the chair. Describe his behavior without reference to anyone present.

Ask several children to come up and tell Sudsy how they feel when he volunteers for everything. Do they feel less like volunteering themselves? Do they feel angry? How do they handle that anger? By keeping quiet? Maybe some children are glad to sit back and let Sudsy do the work. Is it good to let someone monopolize everything? Questions like these will help the children express their opinions and feelings.

After the role players have "talked" to Sudsy, have a general class discussion. Ask students to suggest alternatives for Sudsy. "What's a better way for Sudsy to cope with the feeling that he has to be in everything?"

The outcome of this exercise will be change or no change in the pushy ones. The actual show-offs know that what their peers said might apply to them, but whether they change their behavior or not is their own decision.

When discipline problems arise, role playing offers an excellent way to cool down tense situations. Kathleen Conroy, one of the finest teachers I've ever encountered, gave me the following example:

John, one of my slow learners, a hostile seventh grader, stomped into the classroom with a suspension slip. "It's not fair!" he insisted.

I tried to calm him, but he was too agitated to reason or to listen, so I decided to try role playing. I appointed two boys to play the roles of counselors. They allowed John to vent his fury—they listened.

When John had cooled off, they discussed his suspension with the class. After the discussion, John decided to return calmly to the counselor and ask for a hearing. At his invitation, the two students who had played the parts of counselors went with him. The real counselor agreed to another hearing, and the suspension was lifted.

Being misunderstood is hardly limited to slow learners, but they often feel victimized when their antisocial behavior results in disciplinary action. Their consequent hostility sometimes compounds the problem. Role playing the situation has a tranquilizing effect, gives them insight into people's reactions, and also suggests alternative ways of handling situations.

Kathleen Conroy also uses role playing to benefit reluctant readers. She says that if reluctant readers assume the roles of the characters in a complicated passage and speak the dialogue themselves, they immediately comprehend what they failed to understand by reading alone. This technique is not limited to fiction—it is also valuable in the content areas, such as social studies and math.

"Assuming roles to solve problems in the classroom helps the viewers as well as the actors to visualize the material, follow the sequence, and eventually arrive at a conclusion," she says.

Is role playing a bit gimmicky and manipulative—like programming children to act in ways foreign to their nature? I think not. Would you consider teaching a child to show appreciation by saying "Thank you" gimmicky?

I feel that teachers who give children the opportunity to express themselves in many different ways are helping them find alternative ways of handling situations and are freeing them to make much better choices.

In his book, *Up from Depression,* Leonard Cammer discusses the depressed child as one who has few opportunities for change: "What damns a child is his lack of useful alternatives." Role playing gives children the chance to explore alternatives.

As educators, we are helping children prepare for their future roles. Role playing gives us tools with which to help.

When we receive the children into our classrooms, they are ready to expand their imitative talents and use role playing to solve their problems and try out different ways of being themselves. For children, such play acting is really "trying life on for size." □

Dr. Furness is the author of *Role-Play in the Elementary School.* New York: Hart Publishing Company, Inc., 1976.

For Further Reading

Cammer, Leonard. *Up from Depression.* New York: Simon & Schuster, 1969.

Greenwald, Harold. *Decision Therapy.* New York: Peter Wyden, 1973.

Jourard, Sidney M. *The Transparent Self: Self-Disclosure and Well Being.* New York: Van Nostrand Reinhold Co., 1971.

Kagan, Jerome, and Moss, Howard A. *Birth to Maturity: A Study in Psychological Development.* New York: John Wiley & Sons, 1962.

LaBenne, Wallace D., and Green, Bert I. *Educational Implications of Self-Concept Theory.* Pacific Palisades, CA: Goodyear Publishing Co., 1969.

Shibutani, Tamotsu. *Society and Personality.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1961.

Williams, Gurney, 3rd. "Pioneer Psychiatrist Replaces the Couch with House-calls. *Science Digest* 72:16-21; December 1972.

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AUDIOVISUAL MATERIALS

The following 16mm, sound/color films are recommended by William J. Cuttill (with the assistance of Beverly Teach), Indiana University Audio-Visual Center, as representative of those available on indicated grade levels for use in stimulating thought and discussion in order to promote feelings of self-reliance, develop perseverance, and strengthen belief in one's abilities. Further information concerning these films can be obtained from the producers/distributors indicated by the numbers in parentheses.

Abyss. 17 min. Dramatizes R. Sorgato's life-and-death struggle to climb one of the most difficult mountains in the Alps. Grades 7-12. (4)

B.J. and Eddie Outward Bound. 26 min. Examines two young people as nature challenges their mental and physical capabilities in the Outward Bound program. Grades 7-12. (7)

Climb. 24 min. Expresses the thoughts of two mountain climbers from their initial preparation to their moment of triumph as they reach the top of El Capitan. Grades 7-12. (3)

Gym Period. 15 min. Observes a high school gym class and the difficulty one of its members has in reaching the top, the goal in a competitive rope climb. Grades 4-12. (5)

High on the Wind Rivers. 32 min. Traces the 35-day adventure of 10 students and their teachers in an outdoor school in the Wind Rivers Mountains in Wyoming. Grades 9-12. (2)

Journey: The Quest for Self-Reliance. 23 min. Focuses on one man's experiences in crossing the Sierra Nevada alone and on foot. Grades 9-12. (1)

The New Boys. 27 min. Follows a group of 13- to 15-year-old boys as they journey over land and down rivers on a 300-mile canoe trip. Grades 7-12. (6)

Producers or distributors: (1) BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90406. (2) Benchmark Films, Inc., 145 Scarborough Rd., Briarcliff Manor, NY 10510. (3) Churchill Films, 662 N. Robertson Blvd., Los Angeles 90069. (4) Phoenix Films, 470 Park Ave. South, New York 10016. (5) Teleketics, 1229 S. Santee St., Los Angeles 90015. (6) Wombat Productions, 77 Tarrytown Rd., White Plains, NY 10607. (7) Xerox Films, 245 Long Hill Rd., Middletown, CT 06457. □

Still Alive: The Best of the Best, 1960-1974

These books were published between 1960 and 1974, and young adults were still reading them in 1975. Many of them have been listed in "Best Books for Young Adults"—those that have not are marked with an asterisk (*). The list was compiled by a group of public, school, and institution librarians who work with young adults, convened by the Young Adult Services Division of the American Library Association. It is available for 25¢ from the Division, 50 East Huron Street, Chicago 60611.

Only one of the paperback editions of each book is listed.

Watership Down. Richard Adams. Follow the epic, Tolkienesque adventures of Fiver, Hazel, and a ragtag *lapin* band. Rabbits will never seem the same again. 1974. Macmillan, Avon.

Born Free. Joy Adamson. Elsa, an orphan lion cub, is reared by the Adamsons for three years and, after learning the ways of her own kind, returns to the African wilds. 1960. Pantheon, Vintage.

I Know Why the Caged Bird Sings. Maya Angelou. Remarkable, poetic, and very frank autobiography of a black girl who tells about growing up in Arkansas, St. Louis, and San Francisco. 1970. Random, Bantam.

Gather Together in My Name. Maya Angelou. This sequel to *I Know Why the Caged Bird Sings* continues the moving autobiography of a dauntless young woman forced to undertake a variety of jobs to support herself and her infant son. 1974. Random, Bantam.

Go Ask Alice. Anonymous. The true and painful diary of a young girl who accidentally fell into the contemporary drug trap by way of a teenage acid party. 1971. Prentice-Hall, Avon.

Fantastic Voyage. Isaac Asimov. A miniaturized submarine carrying a team of doctors travels through the bloodstream of a brilliant scientist in order to save his life. 1966. Houghton, Bantam.

If Beale Street Could Talk. James Baldwin. A young black couple, separated by his unjust imprisonment, are bolstered by their love for each other and the determination of her loyal family. 1974. Dial, New American Library.

When the Legend Dies. Hal Borland. Embittered by the white man's deceits, Thomas Black Bull vents his anger on the rodeo horses he rides, until a crushing accident sends him back to the mountains of his Ute boyhood. 1963. Lippincott, Bantam.

****Our Bodies, Ourselves: A Book by and for Women.*** Boston Women's Health Collective, compilers. A pioneer work which serves as both a health guide and a feminist manifesto on the need for women of all ages to understand and control their physical selves. 1972. Simon & Schuster (hardcover and paperback).

****To Sir, with Love.*** E. R. Braithwaite. West Indian Edward Braithwaite wanted a job as an engineer but discovers a rare fulfillment teaching the unloved toughs of London's East End. 1960. Prentice-Hall, Pyramid.

****Trout Fishing in America.*** Richard Brautigan. Nonsense and nose thumbing in a different kind of "fishing." Meet characters such as the Kool-Aid wino and the pudding master of Stanley Basin. 1969. Dell (paperback only).

****Manchild in the Promised Land.*** Claude Brown. Claude Brown, a dope-smoking Harlem delinquent and dropout, manages to escape from jungle street life where nearly all his friends are in prison, murdered, or hopeless addicts of heroin. 1965. Macmillan, New American Library.

The Incredible Journey. Sheila Burnford. Deceptively simple, realistically told story of the struggle for survival of two dogs and a cat in their 400-mile journey through the Canadian wilderness to their original home. 1961. Atlantic-Little, Bantam.

Silent Spring. Rachel Carson. A biologist's warning about the possible effects on life of the large-scale use of pesticides in the chemical warfare against insects. 1962. Houghton, Fawcett.

Journey to Ixtlan: The Lessons of Don Juan. Carlos Castaneda. The story of how the author became a "man of knowledge" through a long and arduous apprenticeship to the Yaqui Indian sorcerer, Don Juan Matus. 1973. Simon & Schuster (hardcover and paperback).

A Hero Ain't Nothin' but a Sandwich. Alice Childress. Benjie, a 13-year-old in Harlem, cannot face the reality of his drug addiction nor the realization that someone cares for him. 1973. Coward, Avon.

****2001: A Space Odyssey.*** Arthur C. Clarke. After a signal/sentinel is discovered on the moon, astronauts set out in their ship, *Discovery,* to find out who left it there, only to have their plans changed by a computer gone berserk. 1969. Norton, New American Library.

Soul on Ice. Eldridge Cleaver. In a collection of essays and open letters written while in prison, Eldridge Cleaver confesses the inner feelings and drives of an outraged black man in the United States. 1968. McGraw-Hill, Dell.

The Chocolate War. Robert Cormier. "Sweets" abound at Trinity High while a schoolmaster feasts on his students' fear. A bitter story of one student's resistance and the high price he paid. 1974. Pantheon, Dell.

I Heard the Owl Call My Name. Margaret Craven. Indian beliefs and nature lore enhance the poignant story of a dying young minister who wins the respect and friendship of the Indians with whom he lives while coming to terms with death. 1973. Doubleday, Dell.

The Andromeda Strain. Michael Crichton. Four scientists must race against the clock to isolate a deadly microorganism from outer space that has killed all but two people in a small Arizona town. 1969. Knopf, Dell.

****Reflections on a Gift of Watermelon Pickle.*** Stephen Dunning, editor. A collection of modern poems and exciting photographs that includes verse on sonic booms, basketball games, and being 15. 1967. Lothrop.

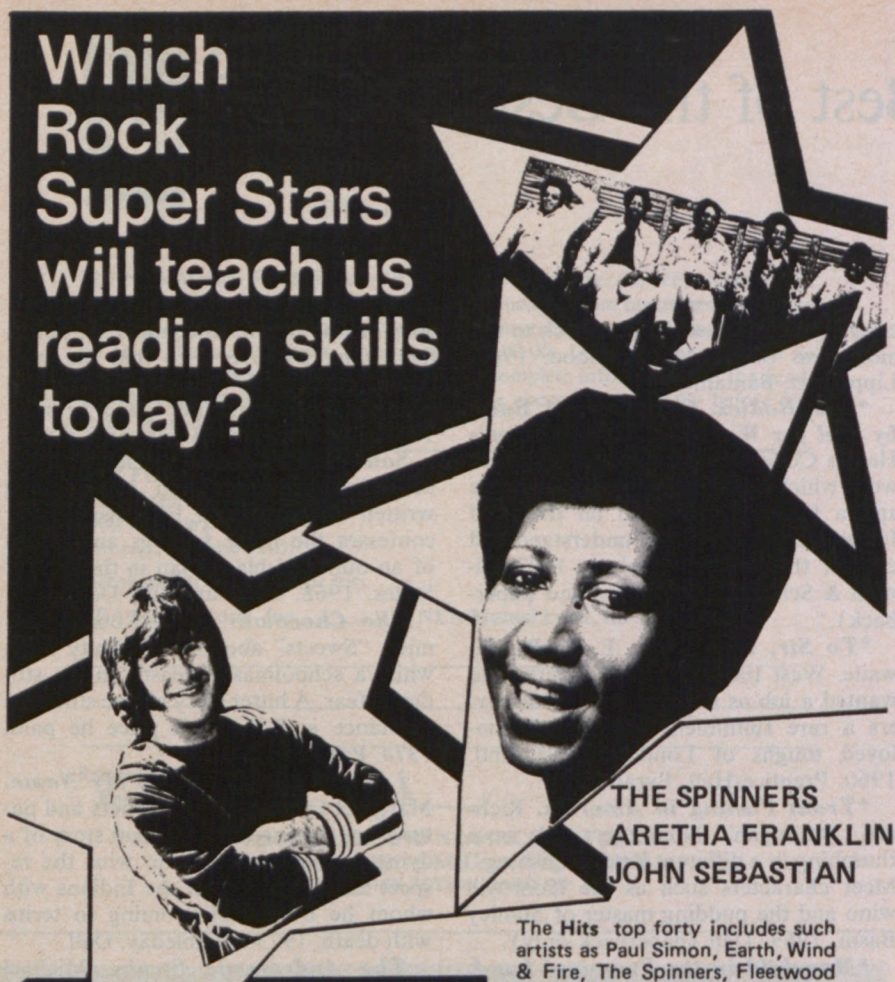
The Girls of Huntington House. Blossom Elfman. "What can you teach pregnant girls that they do not already know?" ask Blossom Elfman's friends when they learn she has accepted a teaching assignment in a home for unwed mothers. 1972. Houghton, Bantam.

April Morning. Howard Fast. The moving story of the battle of Lexington and of a boy who became a man on that April day which changed the lives of "plain people not used to war and death." 1961. Crown, Bantam.

Rockin' Steady: A Guide to Basketball and Cool. Walt Frazier and Ira Beckow. "Clyde" explains how to get it all together and be cool on and off the basketball court. 1974. Prentice-Hall, Warner.

Buried Alive: The Biography of Janis Joplin. Myra Friedman. Janis Joplin, the great legendary rock singer of the sixties, had a passion for life but

Which Rock Super Stars will teach us reading skills today?



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Best Books
(*continued*)

was also a tortured and driven woman. 1973. Morrow, Bantam.

The Autobiography of Miss Jane Pittman. Ernest Gaines. Born a slave in Louisiana before the Civil War, Jane Pittman lives to witness the struggle in the sixties for civil rights in this fictional autobiography that reflects the courage and fortitude of Afro-Americans. 1971. Dial, Bantam.

The Ridiculously Expensive Mad. William Gaines, editor. This collection is the best of the worst from the magazine that takes on the Establishment with vigor and revels in its inanities. 1969. World (out of print).

Dove. Robin Lee Graham and Derek T. Gill. Setting out in his sloop *Dove* to encircle the globe, a 16-year-old boy finds adventure and romance. 1972. Harper, Bantam.

****I Never Promised You a Rose Garden.*** Hannah Green. Sensitive, intelligent Deborah Blau, at 16 a schizophrenic, is committed to a mental institution, where she begins her fight toward sanity. 1964. Holt, New American Library.

****Black Like Me.*** John Griffin. A white man learns what it means to be a black man in the South by becoming one, with the aid of sunlamp and drug treatments. 1961. Houghton, New American Library.

The Friends. Rosa Guy. Rejected by her classmates because she "talks funny," Phyllisia Cathy, a young West Indian girl, is forced to become friends with poor, frazzled Edith, the only one who will accept her. 1973. Holt, Bantam.

****Autobiography of Malcolm X.*** Malcolm X and Alex Haley. Poor, ghetto-reared, and prison-taught, Malcolm X became a disciple of Elijah Muhammad and scared both black and white America with his eloquent anger until he was murdered. 1965. Grove, Ballantine.

Sticks and Stones. Lynn Hall. Sixteen and a newcomer to tiny Buck Creek, Iowa, Tom Naylor suddenly realizes that the hostility of his fellow students and teachers is due to his friendship with Ward Alexander. 1972. Follett, Dell.

Hatter Fox. Marilyn Harris. Seventeen-year-old Hatter Fox, a spirited Navajo loner, is befriended by a young white doctor, Teague Summer, who never stops questioning his involvement with her. 1973. Random, Bantam.

***Stranger in a Strange Land.** Robert Heinlein. Valentine Michael Smith, an Earth man raised by Martians, returns to Earth, and his attempts to *grok* his new water-brothers eventually upsets Earth society. 1961. Putnam, Berkley.

***Mr. and Mrs. Bo Jo Jones.** Ann Head. When July, 16 and pregnant, rushes into marriage with her high school steady, the two must cope with parental interference and personal problems. 1967. Putnam, New American Library.

***Catch-22.** Joseph Heller. Set on a tiny Mediterranean island during World War II, this grotesquely comic novel recounts the insane adventures of the 256th Bombing Squadron and their leading bombardier, Yossarian. 1961. Simon & Schuster, Dell.

***Dune.** Frank Herbert. Opposing forces struggle for the universe when the archenemy of the cosmic Emperor is banished to a barren world where savages fight for water. 1965. Chilton, Berkley.

***All Creatures Great and Small.** James Herriot. "Lying face down on the cobbled floor in a pool of nameless muck with his arm deep inside the straining cow," the rookie vet tries to reconcile his first sick call with the pictures in the obstetrics book at school, in the beginning of this account of his 30-year career. 1972. St. Martin's Press, Bantam.

The Swarm. Arthur Herzog. Killer bees, moving up from South America, terrorize citizens and baffle the scientists who are trying to prevent a national disaster. 1974. Simon & Schuster, New American Library.

***The Outsiders.** S. E. Hinton. Ponyboy and Johnny, both members of the "Greasers," hide from the police after a "soc" from the opposing, richer gang is killed. 1967. Viking, Dell.

That Was Then, This Is Now. S. E. Hinton. In this sequel to *The Outsiders*, Bryon and Mark at 16 are still inseparable, but Bryon is beginning to care about people while Mark continues to hot-wire cars, steal, and do things for kicks. 1971. Viking, Dell.

***We Have Always Lived in the Castle.** Shirley Jackson. Shunned by fellow villagers, three people, all survivors of a family who were poisoned, live in an old and mysterious house on a hill. 1962. Viking (large-print edition only), Popular Library.

Tell Me That You Love Me, Junie Moon. Marjorie Kellogg. Junie Moon, an acid-scarred girl, Warren, a paraplegic, and Arthur, who is suffering from a progressive neurological disease, decide to leave the hospital and set up housekeeping together. 1968. Farrar, Popular Library.

***One Flew over the Cuckoo's Nest.** Ken Kesey. Randall Patrick McMurphy, a boisterous, fun-loving gambler, commits himself to a mental hospital where the tyranny of "Big Nurse" Ratched forces him to save his helpless comrades. 1962. Viking, New American Library.

***Flowers for Algernon.** Daniel Keyes. Charlie Gordon, a retarded adult who cleans floors and toilets, becomes a genius through an experimental operation. 1966. Harcourt, Bantam.

***A Separate Peace.** John Knowles. Gene and Phineas struggle for friendship instead of competition in a New Hampshire boys' boarding school at the outbreak of World War II. 1960. Macmillan, Bantam.

To Race the Wind: An Autobiography. Harold Krentz. He was totally blind, but Harold and his parents determined that he would not be limited by his blindness. 1972. Putnam, Bantam.

To Kill a Mockingbird. Harper Lee. A realistic picture of adult life in a small Alabama town as seen through the eyes of an eight-year-old girl, whose lawyer-father defies race prejudice. 1960. Lippincott, Popular Library.

Serpico. Peter Maas. Believing that cops should be honest, New York policeman Frank Serpico attempts to get action from the top against corrupt fellow officers. 1973. Viking, Bantam.

Daddy Was a Number Runner. Louise Meriwether. Francie, a 12-year-old black girl, faces the daily hazards of life in the Harlem of the thirties. 1970. Prentice-Hall, Pyramid.

Coming of Age in Mississippi: An Autobiography. Anne Moody. This is what it's like to grow up poor and black in Mississippi. Although flawed by the southern racial system, Anne Moody refused to be broken by it. 1968. Dial, Dell.

***Lisa Bright and Dark.** John Neufeld. Lisa's dark days increase when her parents refuse to recognize her growing madness, and only her teenage friends are there to help her. 1969. S. G. Phillips, New American Library.

A Day No Pigs Would Die. Robert Newton Peck. Through his relationship

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Best Books
(*continued*)

with his hardworking father, 12-year-old Rob learns to cope with the harshness of Shaker life and emerges a mature individual. 1972. Knopf, Dell.

The Bell Jar. Sylvia Plath. During a queer, sultry summer in New York, Esther Greenwood works as a junior editor on *Mademoiselle,* quarrels with her mother and boyfriend, and is gradually aware of her descent into madness. 1971. Harper, Bantam.

The Chosen. Chaim Potok. Two Jewish boys growing to manhood in Brooklyn discover that differences can strengthen friendship and understanding. 1967. Simon & Schuster, Fawcett.

Alive: The Story of the Andes Survivors. Piers Paul Read. A compassionate account of 16 young rugby players who survived a plane crash in the Andes and lived for 10 weeks on faith, finally choosing to use the bodies of their dead comrades for sustenance. 1974. Lippincott, Avon.

Survive the Savage Sea. Dougal Robertson. Having survived the wreck of their boat by killer whales, the Robertson family and a friend face an incredible 38-day battle for life in a secondhand raft, a thousand miles from land. 1973. Praeger, Bantam.

Run, Shelley, Run! Gertrude Samuels. Runaway Shelley, a victim of family neglect and juvenile injustice, finally gets the help she needs through the concern of a sympathetic judge and the intercession of a kind neighbor. 1974. Crowell, New American Library.

The Peanuts Treasury. Charles Schulz. Lucy, natural-born fussbudget turned amateur psychiatrist, Charlie Brown, much maligned but dedicated manager of the world's most defeated baseball team, and Snoopy, the only dog in existence with a split personality, devise their own inimitable philosophies to cope with life's adversities. 1968. Holt.

Trying Hard To Hear You. Sandra Scoppetone. Sixteen-year-old Camilla recalls the tumultuous summer of '73 when her best friend, Jeff, and Phil, the boy she had a crush on, fell in love with each other. 1974. Harper.

House of Stairs. William Sleator. Five 16-year-old orphans find themselves alone in an experimental nightmare—where only stairs and landings stretch as far as the eye can see and a strange red light trains them to dance for their food. 1974. Dutton, Avon.

***One Day in the Life of Ivan Denisovich.** Alexander Solzhenitsyn. From a Russian labor camp in Siberia, political prisoner Ivan Denisovich describes his world of barbed wire, terror, and cold—ringed by watchtowers and hopelessness. 1963. Praeger, Bantam.

Bless the Beasts and Children. Glendon Swarthout. Five misfits in an Arizona boys' camp sneak out on a daring escapade to save a herd of buffalo from bloodthirsty, gun-toting tourists. 1970. Doubleday, Pocket Books.

House of Tomorrow. Jean Thompson. In a home for unwed mothers, Jean overcomes despair and faces many decisions about her future and that of her unborn child. 1967. Harper (hardcover and paperback).

***Slaughterhouse Five; or, The Children's Crusade.** Kurt Vonnegut, Jr. Billy Pilgrim gets "unstuck in time" and finds himself alternately at the firebombing of Dresden during World War II and in the future on the planet of the alien Tralfamadorians. 1969. Delacorte, Dell.

***My Sweet Charlie.** David Westheimer. Though they despise each other, a white girl, in trouble and homeless, and a black lawyer, running away from a murder, are forced to hide out together in a vacant beach house. 1965. Doubleday (out of print), New American Library.

Von Ryan's Express. David Westheimer. Little did the POW's who hated his enforced military discipline dream that Colonel Joseph "Von" Ryan would lead them on a wild and daring mass escape. 1964. Doubleday, New American Library.

Deathwatch. Robb White. Ben's hunting expedition for bighorn sheep becomes a deathwatch in the desert—with the hope of survival 45 miles away. 1972. Doubleday, Dell.

***The Foxfire Book.** Eliot Wigginton, editor. Building a log cabin, slaughtering hogs, reading weather signs, recording snake lore, and many other aspects of "plain living" make up this chronicle of our folk heritage by the teenagers of Rabun Gap, Georgia. 1972. Doubleday (hardcover and paperback).

***The Pigman.** Paul Zindel. John and Lorraine, sophomores in high school, tell the tragic story of their friendship with a lonely old man whom they love and destroy. 1968. Harper, Dell. □

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BOOKS

The Uses of Enchantment by **Bruno Bettelheim.** Alfred A. Knopf. 339 pp. $12.50.

Bruno Bettelheim deserves a vote of thanks. He has given us back our fairy tales. For years, we have been bowdlerizing this part of our heritage, saving the first two little pigs from the stomach of the wolf and refusing to allow Snow White's stepmother to dance to her death in red hot shoes. Publishers, parents, librarians, and teachers seemed united in their wish to present only pleasant literature to children.

In *The Uses of Enchantment,* Bettelheim charges that "prettified and simplified versions . . . subdue their meaning and rob them of all deeper significance." He points out that the violence in the old stories makes children feel secure. It generally takes the form of retribution, which reassures them that evil will be punished and that other people will protect them from it.

Bettelheim goes on to say that fairy tales help children meet their developmental problems and find meaning in life. As with all great literature, each tale has many meanings, and children will fasten on whatever meaning their present situations require.

Relying on Piaget's theories of intellectual development, Bettelheim says that the thinking of young children is animistic. They believe that stones and trees, winds and hills are alive, that animals think and feel in human fashion. The fairy world is also animistic, and children are at home there. Bettelheim extols the virtue of fantasy, denying that it either leads children to believe in magic or leaves them unable to cope with reality.

So far, so good. But, he says, the ideal way to present a child with fairy tales is for a parent or grandparent to tell, not read, them to the child. If they must be read, it should be with emotional involvement, for the fairy tale should be a shared experience. It would seem that stories read by a teacher to a group of 25 children are unlikely to have the wondrous power that Bettelheim imputes to them. They are, however, better than no fairy tales at all, especially if the children have time to think and talk about them. But he warns that explaining fairy tales to children destroys their value.

After a broad-ranging, sensitive discussion that most psychologists would applaud, Bettelheim turns, in the second half of the book, to lengthy discussions of specific stories. Alas, we are back with the limiting symbolism of deepest Freud, watching Bettelheim turn "the poetic language of the fairy tale into the pedestrian language of psychoanalysis." If one were marking his book, the first half would earn an A, the second, a C—.

Reviewed by **Elizabeth Hall,** *managing editor,* Psychology Today, *and author of children's historical novels and secondary and college-level texts in psychology.*

The New York Times Guide to Suburban Public Schools: Long Island, Westchester and Rockland, Connecticut, New Jersey by ***Gene I. Maeroff*** and ***Leonard Buder.*** Quadrangle/New York Times. 334 pp. Paperback, $7.95.

All suburbs, particularly all suburban school systems, are not alike. Gene Maeroff and Leonard Buder, education writers for the *New York Times,* prove their point with a system-by-system look at some 225 school districts in the tri-state suburban area surrounding New York City.

The Maeroff/Buder work represents what is possibly the first systematic attempt to evaluate local public school systems for the consumer. Teachers and parents in California, Michigan, Texas, and Ohio will find that as well as giving guidelines for comparison shopping in elementary/secondary education, the book highlights several trends in education that have nationwide ramifications. For example, the correlation between high standardized test scores and high property values clearly shows the statistically measurable impact (for those who need such convincing) of the uneven distribution of wealth upon public school systems.

One danger in the Maeroff/Buder book is the potential for abuse of the standardized test scores it cites for school districts in New York State. A careful reading reveals, however, that although the authors found New York's PEP (Pupil Evaluation Performance Test) scores convenient for *comparing* districts, their evaluations of most individual districts (some of the exceptions are notable) are made on the basis of *other* factors in addition to test scores. (Indeed, in Connecticut and New Jersey, standardized test scores are not used as an evaluation tool.) The other factors include a district's receptivity to innovation, the rapport between teachers and administrators, a district's commitment to particular programs such as reading or special education, and such statistical data as the percentage of students going to college and teacher salary ranges.

What is noticeably missing from the Maeroff/Buder book is district-by-district footnoting of research methodology. Did the authors spend time visiting classrooms, which by their own admission "can be quite revealing"? A district-by-district explanation of how the evaluation was arrived at would not only make the study more credible but would lessen the temptation to rate a district solely on the basis of statistical data.

Despite its deficiencies, the *Guide* is useful in several ways. For people choosing the "right" school district in which to live or work, the book serves as a quick and easy means of making comparisons. For students of education, it not only outlines the differences among suburban districts, but provides evidence of educational trends and problems common to public school systems throughout the nation.

Reviewed by **Steve Villano,** *communications specialist, New York Educators Association, Albany, and an alumnus of a suburban New York City school system.*

Equal Educational Opportunity for Blacks in U.S. Higher Education: An Assessment by the ***Institute for the Study of Educational Policy, Howard University.*** Howard University Press. 330 pp. Paperback, $6.95.

This is the first in a series of annual reports by the Institute for the Study of Educational Policy at Howard University on the status and needs of Blacks in higher education. It is a single-year study that describes the status of Blacks during the 1973-74 academic year and summarizes the best available data on Blacks in higher education. According to the authors of the report, missing data—basically data on degrees other than the Ph.D. by race and type of institution—limit any assessment of the status of Blacks in higher education.

During the past decade, the report says, "Blacks have made significant gains in U.S. higher education. . . . But even with the help of supportive legislation, court decisions, affirmative action programs, and increased financial aid, the achievement has been irregular and inadequate."

From 1970 to 1974, enrollment of Blacks in all public and private institutions increased from 522,000 to 814,000, a gain of 56 percent as compared to 19 percent for all races during the same period. Nevertheless, the report explains, Blacks continue to be underrepresented in colleges. A major contributing factor is the large number of high school dropouts among Blacks. In the fall of 1972, 17.4 percent of the 2 million high school dropouts were Blacks; in the fall of 1973, 23 percent of the 2.9 million dropouts were Blacks.

This is an appropriate place for me to mention that despite these dramatic increases in black enrollments, Census Bureau data reveal that the gap between Blacks and Whites 25 to 34 years old who have completed four or more years of college increased from 7.4 percentage points in 1960 to 12.9 percentage points in 1974.

As for income, in 1973 the effect of unequal educational and employ-

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ment opportunities amounted to an annual loss (at 1969 income levels) of more than $8 billion for college-educated Blacks.

The report says that three conditions are necessary for equal educational opportunity for Blacks. First, qualified black students must have access to college. Second, they must be able to choose among a wide variety of institutions, programs, and fields of study. And, third, they must be given the chance to stay in college and earn advanced degrees.

This book adds to the body of knowledge about higher education opportunities for Blacks and other minorities. It points up the importance of accurate data for assessing the status of Black Americans in higher education. I would like to caution that present antiminority data-collection proposals, if enacted, will undercut the ability of interested persons to conduct such studies in the future.

Reviewed by **Miles Mark Fisher, IV,** *executive secretary, National Association for Equal Opportunity in Higher Education, Washington, DC.*

One Potato, Two Potato . . . The Secret Education of American Children by **Mary** and **Herbert Knapp.** Norton. 274 pp. $9.95.

Are your students writing "C P" (for "Cootie Protection") on their tennis shoes? Do they celebrate each Tuesday (Toesday) by stamping on each other's toes? Are they telephoning to ask if you have Prince Albert in a can? The fun of this contemporary collection of children's folklore will make you chuckle again and again as you read— and remember!

Jump rope rhymes, jeers, and jokes are traditional childlore, "the folk curriculum" that Mary and Herbert Knapp hypothesize may be threatened by an overemphasis upon supervised sports. Children's folklore, they feel, meets individual and societal needs as children interact in a natural group process to learn how to govern themselves according to a system of rules.

Although the book may be most valuable as a tool for elementary teachers, it can be used as a reference tool as well. *One Potato, Two Potato* contains descriptions of hundreds of games, songs, scary stories, and so on. It is also a study of our culture—a representative, contemporary collection of American children's traditional games and rhymes.

Reviewed by **Dorothy Grant Schulz,** *communications and remedial reading teacher, Career Opportunity Center and Muncie School, Turner, Kansas.*

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Compliment Problem

(Continued from page 30)

standards for anticipated performance. Our analysis shows that praise often establishes a bench mark for future behavior. "Keep up the good work" really means "From now on this is quality of work I want from you."

The compliment may therefore put the recipient "on notice" that he or she has been rewarded for a present accomplishment but that future actions should be equal to or better than the complimented performance. Acceptance of a compliment does put people on the spot, and they run the risk of not being able to sustain the new level of performance expected of them.

The teacher faces the problem of extracting better performances from students and raising their levels of excellence without overwhelming them with the idea that nothing they do can ever be good enough. Occasionally students might well like to hear that something they did was of particular value in and of itself without feeling that they will have to continue to perform at the same level in the future. □

TEAM TEACHING

(Continued from page 61)

teaching program. One way to make effective use of parent and community volunteers is to post a daily list of activities with which the team needs help.

The investment of time and effort required for successful team teaching is a large one, but the payoffs are great. The chance to specialize in areas of one's interests and skills and to implement a varied and balanced instructional program has persuaded many teachers to give team teaching a try. □

This article has been excerpted from "How To Succeed in Team Teaching—By Really Trying," Occasional Paper No. 13, published by the Stanford Center for Research and Development in Teaching, July 1976.

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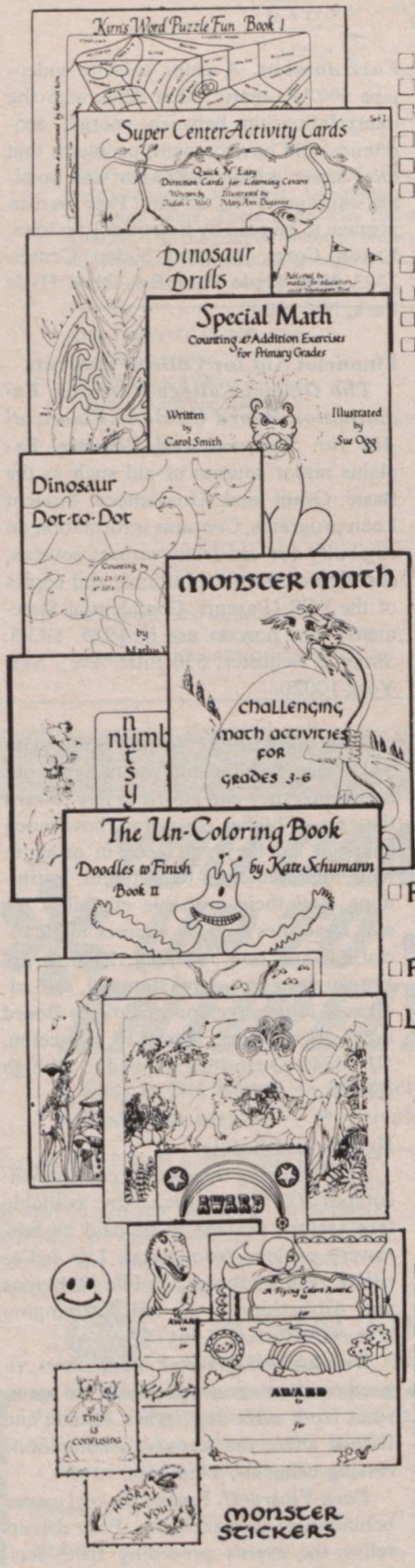

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Bilingual Education

Focus 2: Bilingual Education. How bilingual education got started and what major problems schools encounter when they plan bilingual programs. 1976. 19 pp. Free. Focus, C-127, Educational Testing Service, Princeton, NJ 08540.

Catalogs

Bantam Books 1977 School Catalog. Books in a variety of areas for those in fourth grade and up, as well as books of special interest to educators. 1976. 94 pp. Free. Bantam Books, Inc., 666 Fifth Ave., New York 10019.

Free-Loan Films for Social Studies Education. Describes 16mm sound films that cover such subjects as America's problems and challenges, world affairs, natural resources, and history. 1976. 4 pp. Free. Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, NY 11040.

Teacher Information Exchange, Job Vacancy Catalog. A monthly magazine that lists positions available at elementary, secondary, and higher education levels. 12 mos., $44; 8 mos., $30; 4 mos., $16; single copies, $6. Teacher Information Exchange, Box 306, Bainbridge Island, WA 98110.

Energy

Energy and Order. This practical approach to teaching energy to high school students outlines a series of presentations and activities for a complete unit on energy. Includes a bibliography of source material. 1976. 42 pp. $3. Friends of the Earth Books, 529 Commercial St., San Francisco 94111.

The Energy Challenge. An interdisciplinary program for grades 5-8 about our energy history, the concerns of our present energy situation, and the hopes for future energy alternatives. Includes a book of 24 spirit duplicating activity masters and a teacher's guide. 1976. Free. The Energy Challenge, Box 14306, Dayton, OH 45414.

Three E's: Energy, Economics, Environment. A color cassette videotape (¾" U-matic) that deals with the interrelationship between energy, economics, and environment; problems that have arisen within each area; and possible solutions. 1976. 28 min. Free (return postage to be paid by borrower) on loan. Exxon Corp., Modern Video Center, 2323 New Hyde Park Rd., New Hyde Park, NY 11040.

Financial Aid for College Students

The Official College Entrance Examination Board Guide to Financial Aid for Students and Parents. Explains major sources of aid such as the Basic Grant and Guaranteed Student Loan programs. Contains information on eligibility for aid from various sources, cost figures from institutions, and copies of the PCS (Parents' Confidential Statement) and how to use it. 1975. $4.95. Simon & Schuster, 630 Fifth Ave., New York 10020.

Meeting College Costs. Guide with worksheets families can use to figure out how much they can afford to pay toward the cost of higher education, how much financial aid they will need in order to send their children to different institutions, and their probable eligibility for aid. Describes various sources of financial aid and how to apply. 1976. 8 pp. For single copies, send stamped, self-addressed large envelope to College Board Publication Orders, Box 2815, Princeton, NJ 08540. Quantities shipped to all high schools.

Health and Safety

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Look Who's Driving. A cartoon animation that illustrates the perils of acting like a child behind the wheel of a car. 8 min.

How To Deal with Motor Vehicle Emergencies. From brake failure to dropped drive shaft, this booklet tells how to handle the crisis. 1976. 20 pp. Free. Send postcard to Consumer Information Center, Dept. 30, Pueblo, CO 81009.

Jackson Junior High and ***Dial A-L-C-O-H-O-L,*** two classroom film series on alcohol use and abuse. The former, designed for grades 5-8, centers around the alcohol education program at a junior high school. Consists of a preview film, four individual films, a teacher's manual, and a student booklet. *Dial A-L-C-O-H-O-L,* designed for senior high students, centers around an alcohol telephone hotline and the student volunteers who work there. Also consists of a preview film, four individual films, a teacher's manual, and a student booklet. 1976. Free (return postage to be paid by borrower) on loan. Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, NY 11040.

Playing It Safe with Power Tools. A color cassette videotape (¾" U-matic) that demonstrates proper work preparation, tool application, and use of auxiliary safety equipment for portable power tools. 1976. 14 min. Free (return postage to be paid by borrower) on loan. Black & Decker Mfg. Co., Modern Video Center, 2323 New Hyde Park Rd., New Hyde Park, NY 11040.

Language Arts—Composition

The following three publications are available from the Natl. Council of Teachers of English, Order Dept., 1111 Kenyon Rd., Urbana, IL 61801. Discount price to Council members appears in parentheses after the list price for each publication.

Classroom Practices in Teaching

English, 1975-76. No. 06854R. More than 30 articles in which teachers share proven ideas for making writing an enjoyable learning experience for students. 1975. 121 pp. $2.75 ($2.50).

They Really Taught Us How To Write. No. 54220R. Articles on teaching composition by teachers whose award-winning students nominated them outstanding teachers of writing. 1974. 150 pp. $4.75 ($3.95).

Writing Exercises from "Exercise Exchange." No. 59079R. More than 50 exercises that offer helpful suggestions for paragraphing, description, tone, and many other skills. 1976. 152 pp. $3.50 ($3.25).

Creative Writing for Beginners. Pictures, riddles, story starters, word-use games, and many other devices to stimulate original writing efforts by youngsters. 1976. 33 pp. $1.50. Highlights for Children, Inc., 2300 W. Fifth Ave., P.O. Box 269, Columbus, OH 43216.

Reading

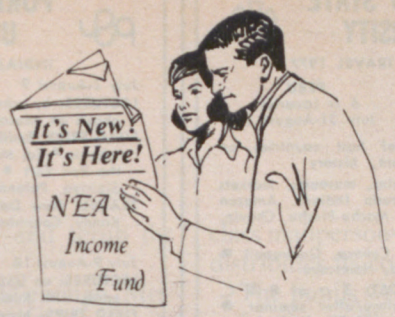
Attitudes and Reading. Discusses the implications of research related to attitudes that affect the reading process, presents tools and techniques for assessing attitudes, and explains strategies for building and maintaining healthy attitudes. 1976. 73 pp. $3.50 ($2.50 to IRA members). Intl. Reading Assn., 800 Barksdale Rd., Newark, DE 19711.

Science and Math

Calculators in the Classroom. No. 393. Gives basic facts about calculator use and describes activities in counting and numeration skills, computation skills, number concepts, estimation and rounding, common fractions and decimals, measurement and geometry, problem solving, and science and social studies. Includes a section on calculator games. 1976. 48 pp. $1.95. The Instructor Publications, Inc., Dansville, NY 14437.

Glossary of Electronic Terms. Defines 425 commonly used electronic terms, computer terms, and electronic acronyms. Includes a metric conver-

(Continued on page 108)



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sion chart. 1976. 40 pp. $1.50; quantity discounts. Lavin Associates, Inc., 12 Promontory Dr., Cheshire, CT 06410.

Natural Science Investigations. No. 394. More than 40 self-directing activities to stimulate interest in science through investigations of weather, geology, plants, and animals. 1976. 48 pp. $1.95. The Instructor Publications, Inc., Dansville, NY 14437.

Science and Children. March 1976. This issue of the journal of the National Science Teachers Assn. is devoted to science for the handicapped child. 56 pp. $2. Science and Children, NSTA, 1742 Connecticut Ave., N.W., Washington, DC 20009.

Tell Me About Elevators. The story of hoisting devices—from pulleys and block and tackles to the modern-day elevator that can rise to a height of 1,450 feet. Interesting and unusual information; illustrated. 1975. 40 pp. Free. Otis Elevator Co., 750 Third Ave., New York 10017.

Social Studies

Challenge/Response Issue Papers. Each paper presents a brief overview of a national issue, relating it to local problems and giving examples of innovative responses to the issue by communities throughout the nation. Areas covered are environment, leisure, health, economic development, community development, transportation, learning, communications, citizen involvement, and human values and understanding. 1976. Free. Write to Challenge/Response, U.S. Dept. of Housing and Urban Development, Washington, DC 20410. Or call, toll free, (800) 424-2793 or (202) 338-8882.

Twenty-Two Dimensions of the Population Problem. Shows the impact of population growth on such ecological, social, and economic issues as dwindling energy supplies, illiteracy, adequate health services, inflation, and unemployment. 1976. 83 pp. $2. Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, DC 20036. □

CLASSROOM TIPS

By JANE TYLOR FIELD
Retired Teacher of English and Creative Writing, Chula Vista, California.

These are suggestions made or collected by Mrs. Field, and she urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary levels for possible use in future issues. Mrs. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.

Mail suggestions to Box CT, Today's Education, 1201 16th Street, N.W., Washington, DC 20036.

Words of praise, indeed, are almost as necessary to warm a child into a congenial life as acts of kindness and affection. Judicious praise is to children what the sun is to flowers.

—Christian Nestell Bovee.

Very few teachers ever mean to be unkind. But they sometimes lose their tempers or carelessly drop cutting remarks that may live longer in tender memories than any intellectual gem dredged up during hours of lesson planning. How much better, as the song says, to "accentuate the positive."

Joyce Tartar of Whittier Elementary School in Seattle, Washington, feels that some children develop an aversion to school from being teased because of their skin color or speech or red hair or clothes or physique or braces or clumsiness or name. One little Miss Campbell became hysterical after being asked repeatedly if she were vegetable beef or chicken noodle.

In trying to help such children be happy about school and, most of all, about themselves, Mrs. Tartar has developed gimmicks she calls "Band-Aids for feelings." Teased as a child herself, she passes on two words of advice given to her by an understanding teacher: *ignore* and *laugh*. Ignore name callers. If that fails, laugh hard in their faces.

After that first tip, Mrs. Tartar and the children play a game in which they make up jokes and poems about each child's name: "Riggs, Riggs, dances jigs and feeds the pigs," and "Moore, Moore, shut the door and scrub the floor."

If the children are old enough, Mrs. Tartar has them trace their family trees and work them into Christmas presents for parents.

A class discussion of hues in nature diminishes sensitivity about skin color. Are all puppies, all kittens the same color? All bears, rabbits, fish? Flowers, foods? Would the children like all gumdrops to be white; all jelly beans, green? Would they tire of seeing all people with the same shade of skin, hair, eyes? What if everyone were the same height, the same weight, talked the same, wore the same clothes? Wouldn't that be dull?

Mrs. Tartar resolves the problem of glasses by making such comments as, "I love your new glasses, Cindy. They are the latest style, just like the big girls wear." She emphasizes the good fortune of the children whose teeth are being straightened by braces.

One very poor reader in Mrs. Tartar's class enjoys the prestige of being known as "Room One's Artist." Another, who is poor in math, has his writing papers held up often as examples of excellent penmanship. A boy who can't spell is the class banker, goes on change-making expeditions to the office, and never loses a penny.

Every child in the class can be "queen" or "king" for a day (in addition to his or her birthday). On these special days, classmates discuss the honored child's good points and mention happy details about his or her family, pets, or hobbies. The class may put together a booklet about the honored one or bestow an award, which might be sitting in the "royal throne" (a special chair) all day or having a free half hour to play games with a friend.

Francine B. Meller of Baker School, Brookline, Massachusetts, shares Mrs. Tartar's concern for student psyches. One of the most important items in Mrs. Meller's third grade classroom is the mailbox (originally a department store gift box). The children eagerly await each afternoon when the class mailperson (different each week) distributes its contents.

The pupils write letters to each other for the mailbox, using proper letter form, capitalization, and punctuation, even if they are carping at each other or pursuing an argument.

Mrs. Meller herself writes a letter to each child every week noting improvement in schoolwork, praising a well-done report, telling a child how much he or she was missed when absent, giving birthday greetings, etc.

Constructive criticism expressed in the letters is well received, and notes to parents (also in the mailbox in sealed envelopes) do not carry negative messages.

The children also write letters to Mrs. Meller, and they are all special—real ego boosters.

Evidence of superior performance for all to see is also an ego booster. Diane Lin of Paul Butler School in Oak Brook, Illinois, motivates reading at home and school by giving her third graders an oak tag footprint for each book read. The footprints bear lines for title, author, a three-word description of the book, and the reader's name.

The filled-in footprints are taped to the wall of the school hallway in a wide path from classroom to library. Some even walk along the ceiling. Hopefully, they will have found their way back to the classroom door by the end of the year, with each student proud of his or her share in the trip.

From Foothill Knolls School in Upland, California, Joseph Sheehy reports on an ego-building technique that he, Ethel Fleck, and Carole White have developed. In essence, they said to their heterogeneous group of fifth and sixth graders, "Develop your own learning games about grammar."

Every student made up at least one game. Very innovative, they ranged from Grammar Monopoly to Parts-of-Speech Bingo. They were (and are) played with homemade paper dice, bottle-cap markers, toothpaste-cap "men." Old chalk boxes covered

with adhesive paper have become game holders.

Next to all the fun, the best aspect of this make-up-a-game activity was the fact that everyone succeeded.

Teaching fiction at Watsonville (California) High School, James H. Chadbourn finds that students easily understand the literary concepts of the external conflicts of individual v. individual and individual v. nature. Grasping the idea of internal conflict is something else. *Ergo:* creative drama.

Three students sit in front of the class. The one in the middle announces a personal problem: "I'm on a diet, but I want to eat some strawberry shortcake."

Representing the two warring sides of the first student's mind, the person to the vacillating one's left urges him or her to eat; the one to the right urges abstention.

"Go on, eat it. You know how yummy it is."

"No, no! You'll be fatter than ever —a moment on the lips, forever on the hips."

After listening to the debate, the student in the middle makes a decision.

Mr. Chadbourn divides the entire class into similar groups. Each group must invent three conflicts. They rely on their own experiences and hence relate the concept of internal conflict to their own lives.

Besides the initial benefit of understanding a literary element, the students gain confidence and poise as they perform for their peers.

"What *do* you see? Can you read anything in that?"

Virginia Coles Merifield, reading instructor at Green River Community College Developmental Center, Auburn, Washington, suggests that we can learn about children by listening to them "read" pictures, their own or those of others. Children interpret according to their experience. So do we all, actually.

A viewer familiar with seaports might "read" the painting of a harbor and figure out its exports, imports, climate, population, occupations, etc. Sociologists, of course, have always found paintings by such artists as Vermeer and Brueghel full of clues as to dress, house construction, food, and customs of the artists' times.

"What do you see?" The question cannot be asked too often or in too many contexts, says Mrs. Merifield, who asks it of her class as they stare at the painting of a boa constrictor slithering down an inside staircase. "Reading" it, the students note that the house is expensive, probably has three floors, is old, is in a city, etc.

The reasons they give for the snake's being on the staircase may reveal not only what they *see* but a good deal about what they *feel* as well—their own inner conflicts—clues for the thoughtful teacher to analyze in helping students to be happier and succeed.

Most of us enjoy talking about ourselves. One way for youngsters to indulge in the first person (and find out many familial things they weren't aware they knew or *didn't* know) is by using that old but useful tool, the autobiography.

John W. Myres of the Lake Tahoe Unified School District at South Lake Tahoe, California, finds the autobiography especially teachable in grades four through eight. Children at that age have begun to have some historical perspective about themselves and have sufficient writing skills to make a personal summary interesting. The project can be combined with reading units that focus on biographies.

Mr. Myres generates enthusiasm in his students for writing autobiographies by discussing birthplaces, first remembrances, mothers, fathers, siblings, early friends, places lived, first school days, accidents, vacations, pets. He encourages the children to illustrate their stories with photographs or original drawings.

Once the students begin their stories, Mr. Myres emphasizes several technical aspects of writing; research; outlining; paragraphing; the rudiments of organizing a book—preface, table of contents, pagination, chapter division.

Since the documents are more personal than most of their writing, Mr. Myres's students are more careful than usual in proofreading. But especially important, they are conscious of themselves as individuals who are significant enough to tell their own life stories, unique sagas belonging to them alone.

For those who sometimes get the feeling that nobody in the class, including the teacher, knows whither they are drifting, Ruth L. Mendell of Halsted Street School in Newton, New Jersey, has a suggestion: a year's end booklet summarizing everything that has taken place during the year. The booklet, put together by the children and teacher, with a copy for each, gives visible form to the successful school year.

Last year, Mrs. Mendell's class produced a book titled *Our Year in Third Grade: Stepping Up to Fourth Grade.* Its 38 pages include a message from Mrs. Mendell; a student editorial; notes on teacher substitutes and the party for the teacher aide; an outline of the reading program, with the titles of all books read by the class as a whole; the aims of the writing lessons; a biography of a classmate who moved to California; state, national, and school news; everyone's signature; and at the end, as an epilogue, the idea this column has been trying to convey all along:

"In every child is something precious which is in no one else. And so we should honor each for what is hidden within him, for what only he has. . . ." □

Human Relations Day

For a free single copy of suggestions for classroom, association, and community activities in observance of Human Relations Day, January 15, write to the NEA Human Relations Center, 1201 16th Street, N.W., Washington, DC 20036, or to your state association human relations contact.

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Creativity in the Classroom. E. Paul Torrance. Discusses creativity as a process of sensing problems, forming ideas or hypotheses, testing and modifying the hypotheses, and communicating the results. Relates creativity to career education and future studies at all levels, showing how fostering the creative process helps students toward a meaningful future orientation. 36 pp. (1003-5-1F) 75¢.

Dorothy Heathcote: Drama as a Learning Medium. Betty Jane Wagner. The author has worked closely with Dorothy Heathcote, observing her at work, taping her sessions with students, and interviewing her. The Heathcote method enables a teacher to impart information, as well as affective content, at all levels through teacher-guided dramatic improvisation in the classroom. 238 pp. (1381-6-OF) $7.50.

Learning Centers in the Classroom. Edited by Jimmy E. Nations. A practical overview for all teachers with emphasis on day-to-day teaching. 64 pp. (1802-8-OF) $2.50.

Problem Solving Through Debate. A full-color filmstrip with sound (cassette tape) and Leader's Guide. Shows how middle-grade students can learn to approach and solve problems through the process of debate. Gives guidance for helping students collect information, state opinions, present arguments, and judge outcomes of a debate. 115 frames. (2100-2-OF) $18.

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MATERIALS AND EQUIPMENT

Detecting Instructional Pap

This feature is prepared by P. Kenneth Komoski, executive director, EPIE (Educational Products Information Exchange) Institute. For further information about materials and equipment, write to EPIE Institute, 475 Riverside Drive, New York 10027.

Anyone responsible for the well-being of 25 to 30 growing youngsters during a 10-month trip through unknown territory would make sure that the foods available to those youngsters were high in protein, vitamins, and minerals and low in sugar-coated pap.

By the same token, when recommending or selecting instructional materials, teachers should keep in mind that students are going to be expected to digest these materials during their annual 10-month trip through what for most of them are unknown territories in the school curriculum. The instructional materials that will enable, or disable, each student to make the most of that 10-month learning trip certainly should contain an adequate amount of "instructional protein": something that kids can really get their teeth into and "metabolize" into the mental muscle they will use during future trips through increasingly complex territories of learning.

The problem is that teachers can't simply look at the labeling on an instructional product and determine its "nutritional" makeup. Consequently, many school consumers are sold by the packaging ("This looks so attractive; I'm sure our kids will go for it") or by other marketing features that are irrelevant to whether or not kids will understand and learn from the material.

We at EPIE think instructional protein is more likely to be found in material that clearly spells out what it is designed to do, how it should be used for best results, and how the learning it was designed to bring about can be measured. This is not to say that materials can't or shouldn't be attractively packaged. But we do feel that a lot of sugar-coated instructional pap has been getting into classrooms in recent years.

How can teachers as regular users of instructional materials perform the role of pap detectors? Here's an example of pap detecting by a group of teachers we observed during an in-service training program.

The first session began with teachers previewing a series of three sound filmstrips on language as if they were deciding whether to recommend the series for purchase. The filmstrips seemed well-designed. They used a cartoon format with a clever, pleasing style, and the narrative on the cassette was amusing.

After reviewing the first filmstrip, a number of the teachers, obviously liking what they had seen and heard, immediately wanted to know where the series could be ordered. Others said it was too early to make a judgment. Most of those present, however, continued to be pleased with the series as they viewed the remaining filmstrips —although some pointed out that the humor had worn a bit thin after awhile.

Once they had viewed the entire series, the teachers began their training in instructional design analysis. They were asked to reserve their judgments about the series until after they had analyzed the filmstrips from the standpoint of what students might learn from them.

The first thing they noted was that, while there was a good deal of information amusingly presented about language in the series, the materials made no clear statement of the specific language-related information and/or skills to be learned from the series. Some teachers also noted that in order to make an amusing comment even more amusing, some rather questionable ideas about the origins of language were introduced and were neither qualified nor clarified. Others discovered that the producer had not supplied information on how much students who had viewed the series had learned from it.

But what finally turned off even those who had been most enthusiastic was that students would not be getting much information considering the high cost of the series. The analysis also showed up some interesting things about the *Sesame Street*-like humor that had been such a turn-on during the initial viewing. The teachers decided that, unlike the humor in *Sesame Street* (which usually is directly related to the instructional objective being developed), the humor in these filmstrips tended to pull attention away from the instructional message.

We at EPIE think that this sort of material gives consumers a high ratio of pap to too small an amount of instructional protein. We also think that teacher-selectors of instructional materials can function as effective pap detectors for students and schools if they just keep asking: "How much good (stick-to-the-ribs) instruction are students getting for the tax dollars we're spending?" □

FOR YOUR INFORMATION

John Ryor, NEA President; Terry Herndon, NEA Executive Director.

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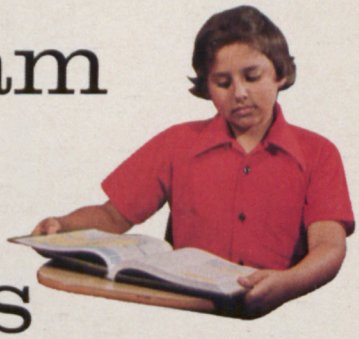

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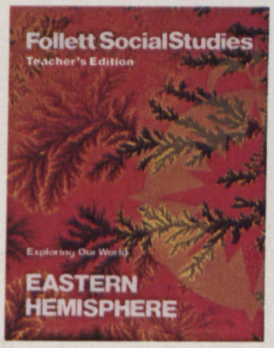

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